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ABSTRACT

This training manual is designed to provide information that will help Missouri educators understand and implement new state requirements regarding the inclusion of students with disabilities in the Missouri Assessment Program (MAP). It addresses the following topics: (1) reasons for including students with disabilities in a state assessment program, including requirements under the Individuals with Disabilities Education Act and state legislation and policy; (2) understanding the MAP, including its purpose, the areas and grade levels assessed, how the assessments are administered, and how students' scores are developed and used; (3) discussing the development of the MAP alternate assessment; (4) making decisions about how students will participate in the MAP and alternatives for including students with disabilities; (5) understanding and using accommodations, including administering the MAP individually, providing extra time, and reading written directions aloud or repeating directions; (6) preparing students to participate in the MAP subject area assessments; (7) addressing the concerns of parents; (8) analyzing the logistics of test administration; (9) evaluating the planning and assessment process; and (10) developing district policy. Overheads and handouts supporting the training material are provided, along with optional activities to use as part of the training session. (CR)

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Including Students with Disabilities in the Missouri Assessment Program

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June 1998

Developed under contract by Mary Edgley, Ph.D., Educational Consultant, for the

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Including Students with Disabilities in the Missouri Assessment Program

Presentation Script

June 1998
Developed under
contract by
Mary Edgley, Ph.D.,
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for the Missouri
Department of
Elementary and
Secondary Education

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Introduction

Session Goal

Use **OVERHEAD A** to explain the goal of the session.

You might say something like: *"Missouri is moving toward an inclusive state assessment program. Beginning in the 1999-2000 school year, each district will be accountable for the assessment of all students enrolled in the district, including those receiving special education services, regardless of disability type or severity. All students will participate in either the MAP assessments developed for specific content areas or an alternate assessment. The goal of this session is to share information that will help you understand and implement the new state requirements regarding the inclusion of students with disabilities in the Missouri Assessment Program."*

Overhead A

Session Goal

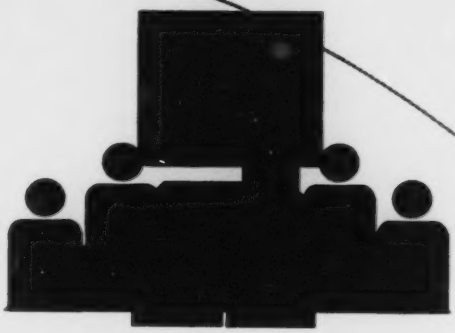
The goal of this session is to share information that will help you understand and implement the new state requirements regarding the inclusion of students with disabilities in the Missouri Assessment Program.

Use **OVERHEAD B** to introduce the topics that will be covered during the session:

Overhead B

The topics that will be covered include:

- **The reasons for including students with disabilities in a state assessment program**
- **Understanding the Missouri Assessment Program (MAP)**
- **The development of the MAP alternate assessment**
- **Making decisions about how students will participate in the Missouri Assessment Program** *(Remember that all students will participate in the state assessment program, but not all will take the MAP subject area assessments.)*
- **Understanding and using accommodations**
- **Preparing students to participate in the MAP subject area assessments**
- **Addressing the concerns of parents**
- **The logistics of test administration**
- **Evaluating the planning and assessment process**
- **Developing district policy**



Session Goal

The goal of this session is to share information that will help you understand and implement the new state requirements regarding the inclusion of students with disabilities in the Missouri Assessment Program.

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OVER

The topics that will be covered include:

- The reasons for including students with disabilities in a state assessment program
- Understanding the Missouri Assessment Program (MAP)
- The development of the MAP alternate assessment
- Making decisions about how students participate in the Missouri Assessment
- Understanding and using accommodations
- Preparing students to participate in the M subject area assessments
- Addressing the concerns of parents
- The logistics of test administration
- Evaluating the planning and assessment proce
- Developing district policy

OVER

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Reasons for Including Students with Disabilities in a State Assessment Program

Inform participants that there are both legal and ethical reasons for including students with disabilities in a state assessment program. A good understanding of these reasons lays the foundation for accepting and implementing changes in practice and policy.

General Reasons

You might say: *"The primary reason for including students with disabilities in a state assessment program is to help ensure that the educational system is responsive to the needs of all students. Traditionally, diverse learners have been left out of state assessment activities. If a goal of statewide assessment is to evaluate the effectiveness of the state's educational system, why would any student be left out? Schools are accountable for all students only when all students count in the evaluation of the educational system."*

Use **OVERHEAD C** and the following information to discuss reasons for including students with disabilities in a state assessment program.

Overhead C

Including students with disabilities in a state assessment program:

- **Helps to ensure they have the same opportunities as other students to benefit from educational reforms** - *More and more, reforms in education are driven by accountability systems that are based on state assessments. When students with disabilities are not included in the accountability systems on which reforms are based, their needs are less likely to be considered.*
- **Helps to ensure their needs are reflected in decisions regarding curriculum and instruction** - *Changes in curriculum and instruction are often influenced by assessment results. Including students with disabilities in statewide assessments helps to ensure that their needs are addressed when change occurs. This is particularly important since more and more students with disabilities are now being included in the general education program.*

Including Students with Disabilities in the Missouri Assessment Program

Reasons for Including Students with Disabilities in a State Assessment Program

Overhead C
cont.

- **Provides an avenue for monitoring and evaluating special education programs** – *Educators can use assessment results to help determine if special education services are producing their intended results. Assessment results can also indicate if modifications might be needed to these educational programs to help increase students with disabilities' exposure to the general education curriculum.*
- **Provides a way to monitor progress in meeting the Show-Me Standards** - *The only formal assessment typically done with students with disabilities is the individual assessment done for placement purposes. This type of assessment rarely relates directly to the Show-Me Standards. Including students with disabilities in the MAP helps to ensure that they, like their fellow students, are receiving instruction in the areas that Missouri educators have identified as most important to student success.*
- **Provides experience with group testing** – *Tests are part of our lives and all students, especially those with disabilities, should have experience with them, as well as instruction in test-taking skills, as part of their public education. Without this type of testing experience, students with disabilities are at a disadvantage if they choose to continue their education, apply for a job, or attempt to attain a promotion.*
- **Improves the accuracy of the picture of education provided by state assessment** – *State assessment results are used to evaluate districts' educational programs. When districts are allowed to exclude students from state assessment, it is difficult to determine whether they are effectively meeting the needs of all students, or just those participating in the assessment program. Studies show that when given the opportunity to do so, different districts exclude different numbers of students from testing. A district can theoretically raise its test scores by excluding students who are not expected to do well. Districts with more ethical practices, that try to assess as many students as possible, are then penalized for their integrity, as they may receive lower scores than less ethical districts.*

FYI - A study by Zlatos in 1994 showed that when individual districts were allowed to determine which students would and would not be included in districtwide testing, the percentages of students actually tested ranged from 66 to 90 percent. A similar study of the National Assessment of Educational Progress (NAEP) found that exclusion rates for students with disabilities varied greatly from state to state, ranging from 33 to 87 percent.

- **Helps to avoid unintended consequences of exclusion, such as increased referral to special education** - *Studies have shown that if the stakes are increased on assessments that allow educators to exclude students with disabilities, then higher numbers of students will be identified as disabled (Allington and McGill-Frazen). This practice not only results in unfair comparisons among districts, it is also detrimental to the students involved.*

Including students with disabilities in a state assessment program:

- Helps to ensure they have the same opportunities as other students to benefit from educational reforms
- Helps to ensure their needs are reflected in decisions regarding curriculum and instruction
- Provides an avenue for monitoring and evaluating special education programs
- Provides a way to monitor progress in meeting the Show-Me Standards
- Provides experience with group testing
- Improves the accuracy of the picture of education provided by state assessment
- Helps to avoid unintended consequences of exclusion, such as increased referral to special education

OVER

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Reasons for Including Students with Disabilities in a State Assessment Program

Federal Legislation

You might say: *"Today our educational system is undergoing major changes in response to legislation that reflects public pressure for educational reform. A number of federal and state laws have been enacted that call for higher standards of learning for all students, accountability for student learning, and the development of better assessments to measure the progress made in improving education. This legislation lays the foundation for the requirement that every student be accounted for in Missouri's state assessment program."*

Use **OVERHEAD D** and the following information to guide a brief discussion of the federal legislation that has laid the foundation for including students with disabilities in state assessments.

Overhead D

Federal Legislation

Section 504 of the Rehabilitation Act of 1973 lays the foundation for including students with disabilities in state assessment by prohibiting their exclusion from and discrimination against in Federally-assisted programs or activities. *Given the potential benefits of including students with disabilities in state assessment, their exclusion clearly violates the intent of Section 504.*

Goals 2000: Educate America Act (Public Law 103-227) encourages the establishment of high standards of learning for all students, and the use of better assessments to evaluate student progress toward meeting these standards. *Goals 2000, which was signed on March 31, 1994, provides states with funds for school reform. It is very clear in its definition of "all students," and in the requirement that students with disabilities be considered in all aspects of educational reform.*

Improving America's Schools Act (IASA)(Public Law 103-382) works with Goals 2000 in encouraging the establishment of high standards of learning by promoting schoolwide reform that provides opportunities for all students to achieve at the highest levels of performance. *This act, which is the revised Elementary and Secondary Education Act, was also signed into law in 1994. IASA authorizes funding for Title I programs that provide students with extra help with reading and math. IASA money is for all students, including those with disabilities.*

Individuals with Disabilities Education Act (IDEA)(Public Law 105-17) provides federal funds to assist states and schools in making a free and appropriate education available to all students identified as having a disability. This act provides the strongest and clearest direction for including students with disabilities in state assessment programs. *Formerly, the Education for all Handicapped Children Act (PL 94-142), the 1997 reauthorization of IDEA was signed by President Clinton on June 4, 1997.*

Federal Legislation

- Section 504 of the Rehabilitation Act of 1973 lays the foundation for including students with disabilities in state assessment by prohibiting their exclusion from and discrimination against in Federally-assisted programs or activities.
- Goals 2000: Educate America Act (Public Law 103-227) encourages the establishment of high standards of learning for all students, and the use of better assessments to evaluate student progress toward meeting these standards.
- Improving America's Schools Act (IASA) (Public Law 103-382) works with Goals 2000 in encouraging the establishment of high standards of learning and promoting schoolwide reform that provides opportunities for all students to achieve at the highest levels of performance.
- Individuals with Disabilities Education Act (IDEA) (Public Law 105-17) provides federal funds to assist states and schools in making a free and appropriate education available to all students identified as having a disability. This act provides the strongest and clearest direction for including students with disabilities in state assessment programs.

OVERHEAD

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Reasons for Including Students with Disabilities in a State Assessment Program

Use **OVERHEAD E** and the following information to explain IDEA requirements concerning state assessment programs.

Overhead E

With regard to state assessment programs, IDEA requires that:

- **States establish goals and standards for the performance of students with disabilities that, to the maximum extent appropriate, are consistent with the goals and standards established for all children in the state**
- **States establish performance indicators that can be used to assess student progress toward meeting those goals and standards**
- **Children with disabilities be included in state- and district-wide assessment programs, with appropriate accommodations provided as necessary**
- **States develop guidelines that allow children with disabilities who cannot participate in the regular assessment program to participate in an alternate assessment**
- **States develop and begin to conduct alternate assessments for students who cannot participate in the regular assessment program by no later than July 1, 2000**
- **States report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of nondisabled students**
- **The IEPs of all students with disabilities specify how the child will be assessed (regular or alternate assessment), the reasons for this decision, and the accommodations needed** *to allow students to participate successfully in the state assessment program*

With regard to state assessment programs, IDEA requires that:

- States establish goals and standards for the performance of students with disabilities that, to the maximum extent appropriate, are consistent with the goals and standards established for all children in the state
- States establish performance indicators that can be used to assess student progress toward meeting those goals and standards
- Children with disabilities be included in state- and district-wide assessment programs, with appropriate accommodations provided as necessary
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- The IEPs of all students with disabilities specify how the child will be assessed (regular or alternate assessment), the reasons for this decision, and the accommodations needed

OVERHEAD

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Reasons for Including Students with Disabilities in a State Assessment Program

State Policy and Legislation

You might say: *"Missouri's state laws and policies regarding the assessment of students with disabilities reflect the intent of federal legislation."*

Use **OVERHEAD F** and the following information to discuss state laws and policies.

Overhead F

State Legislation and Policy

<u>The Outstanding Schools Act of 1993</u> required that standards be established to specify what all students should know and be able to do, and that a statewide assessment system be adopted to measure students' proficiency in the knowledge and skills represented by the identified standards. *The Show-Me Standards and Missouri Assessment Program (MAP), developed in response to these requirements, define and measure what Missouri educators, parents, and business people believe are essential skills needed for students to be competitive in the 21st Century.*

<u>Fall 1997, State Board Policy Amendments</u> clearly specify that ALL students, including those with disabilities, shall be included in the state's assessment program, and that each district shall have a written plan for ensuring that ALL students are adequately accounted for. *This amendment was developed in response to recent legislation and increasing demands to ensure that schools are accountable for the successful education of all students.*

<u>State Policy Guidelines</u> are being developed to help schools meet the intent of the law. These guidelines specify that all students with disabilities enrolled in a local school district should participate in the MAP subject area assessments, either under standard conditions or with accommodations, to the maximum extent possible. Those students who cannot participate in the MAP subject area assessments even with accommodations will participate in the MAP alternate assessment that will be developed and implemented by the year 2000. *It is anticipated that no more than 1-2% of the total student population will need an alternate state assessment.*

State Legislation and Policy

- **The Outstanding Schools Act of 1993** required that standards be established to specify what all students should know and be able to do, and that a statewide assessment system be adopted to measure students' proficiency in the knowledge and skills represented by the identified standards.

- **Fall 1997, State Board Policy Amendments** clearly specify that ALL students, including those with disabilities, shall be included in the state assessment program, and that each district shall have a written plan for ensuring that ALL students are adequately accounted for.

- **State Policy Guidelines** are being developed to help schools meet the intent of the law. These guidelines specify that all students with disabilities enrolled in a local school district should participate in the MAP subject area assessments under standard conditions or with accommodations to the maximum extent possible. Those students who cannot participate in the MAP subject area assessments even with accommodations will participate in the MAP alternate assessment that will be developed and implemented by the year 2000.

OVERHEAD

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Reasons that Students with Disabilities have been Excluded from State Assessments

You might say: *"So if there are all these reasons and legislation requiring the inclusion of students with disabilities in state assessment, why have they been excluded in the past?"*

Use **OVERHEAD G** to identify some of the major reasons for past exclusion.

Overhead G

In the past, students with disabilities have been excluded from statewide assessment because of:

- **A lack of clearly-written, specific, and well-monitored state guidelines**
- **Test administration that has not included students educated outside the mainstream of education** *(e.g., residential facilities, special schools, etc.)*
- **A lack of acceptable accommodations that would make inclusion possible**
- **Incentives to look good in comparison with other districts or to do well in the Missouri School Improvement Program (MSIP)**
- **The lack of an alternative to content-oriented tests**
- **Altruistic motivation to spare students from distress**

You might say: *"Missouri is attempting to address these issues in developing its State Policy Guidelines related to the inclusion of students with disabilities in the Missouri Assessment Program."*

In the past, students with disabilities have been excluded from statewide assessment because of:

- A lack of clearly-written, specific, and well-monitored state guidelines
- Test administration that has not included students educated outside the mainstream of education
- A lack of acceptable accommodations would make inclusion possible
- Incentives to look good in comparison with other districts or to do well in the Missouri School Improvement Program (MSIP)
- The lack of an alternative to content-oriented tests
- Altruistic motivation to spare students from distress

OVERHEAD

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Understanding the Missouri Assessment Program (MAP)

You might say: *"The nature of the skills that educators consider important is changing, as is the manner in which these skills are assessed. New assessments, which ask students to demonstrate what they know and can do, focus on process as well as product and on application as well as content knowledge.*

Missouri is in the process of developing a new state assessment program that reflects the change in the way educators think about assessment. The Missouri Assessment Program (MAP) will have two components – The subject area assessments that will be administered to most of the students in the state, and the alternate assessment that will be administered to the small number of students with disabilities who cannot take the subject area assessments even with accommodations. Because the intent of the law and State Policy is that as many students as possible should be included in the regular subject area assessments, all individuals involved in making decisions about students with disabilities should have a good understanding of both components of the MAP. It is the responsibility of the IEP team to decide in which part of the MAP a child will participate, and what accommodations will best promote successful participation."

Understanding the Missouri Assessment Program (MAP)

Information IEP Team Members Need to Know about the MAP to Make Informed Decisions Regarding the Assessment of Students with Disabilities

Use **OVERHEAD H** to show the information decision-makers need about the MAP.

Overhead H

Everyone involved in making decisions about students with disabilities should know:

- **The purpose of the MAP**
- **The areas and grade levels assessed**
- **How the assessments are administered** *(where, by whom, when, days required, lengths of sessions, etc.)*
- **The nature of the items in each part of the subject area assessments (multiple-choice, constructed-response, performance event) and in the alternate assessment**
- **How students' scores are developed and used**

You might say: *"Since the alternate assessment has yet to be developed, most of the information covered in the next part of this presentation refers to the MAP subject area assessments. However, the development of the alternate assessment will be discussed in more detail later in this presentation.*

A number of materials have been developed by DESE that can help IEP team members understand the MAP subject area assessments. Sample item booklets were created for each of the subject areas and grade levels currently assessed. These booklets contain sample items and scoring guides that can be used to evaluate student performance on these items. Although they are no longer being printed by DESE, many educators still have access to them and they are available on the DESE web page. DESE has released items and scoring guides from the Math portion of the MAP administered in spring of 1997, and materials are available that outline the content area knowledge required for each subject area assessment. A booklet entitled 'Questions and Answers about Accommodations' is also available to help educators with decisions about students with disabilities. All of this information will help IEP team members become familiar with the MAP subject area assessments, and help them make good decisions for their students. You have a handout in your packet that identifies available resources." **Refer participants to their handout that identifies resources and references.**

Everyone involved in making decisions about students with disabilities should know:

- The purpose of the MAP
- The areas and grade levels assessed
- How the assessments are administered
- The nature of the items in each part of the subject area assessments (multiple-choice, constructed-response, performance event) and in the alternate assessment
- How students' scores are developed and used

OVERHEAD

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Understanding the Missouri Assessment Program (MAP)

Purpose of the Assessment Program

You might say: *"The Missouri Assessment Program will be used to gather information about Missouri's students, schools, and educational programs. Specifically, the MAP is intended to serve these purposes:"*

Use **OVERHEAD I** to show the purposes the MAP is intended to serve.

Overhead I

Purposes of the Missouri Assessment Program

- **Evaluate student proficiency in the knowledge, skills, and competencies represented by the Show-Me Standards**
- **Evaluate what students know and how effectively they integrate and apply their knowledge in performing tasks that have importance both in and beyond the classroom**
- **Stimulate educational improvement and reform**
- **Assist educators in evaluating curriculum and instruction**
- **Model effective assessment practices**

Purposes of the Missouri Assessment Program

- Evaluate student proficiency in the knowledge, skills, and competencies represented by the Show-Me Standards

- Evaluate what students know and how effectively they integrate and apply their knowledge in performing tasks that have importance both in and beyond the classroom

- Stimulate educational improvement and reform

- Assist educators in evaluating curriculum and instruction

- Model effective assessment practices

OVERHEAD

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Understanding the Missouri Assessment Program (MAP)

Content Areas Covered by the MAP Subject Area Assessments and Timeline for Their Implementation

You might say: *"The MAP is being developed in stages, with separate subject area assessments becoming available each year. In 1996-97, only the mathematics assessment was available, and districts administered it on a voluntary basis. In 1997-98, math was mandatory, and science and communication arts were available for voluntary administration. Other subject area assessments, as well as the alternate assessment, will be implemented each year. The whole assessment program will be completed, and its administration required for all districts by spring of the year 2001."*

Use **OVERHEAD J** to show the timeline for phasing in the subject area assessments.

Overhead J

Timeline for Phasing in the Subject Area Assessments

SUBJECT AREA	VOLUNTARY DISTRICT USE	MANDATORY DISTRICT USE
Mathematics	Spring 1997	Spring 1998
Communication Arts	Spring 1998	Spring 1999
Science	Spring 1998	Spring 1999
Social Studies	Spring 1999	Spring 2000
Health/Physical Education	Spring 2000	Spring 2001
Fine Arts	Spring 2000	Spring 2001

You might say: *"The alternate assessment should be available for districts to use on a voluntary basis in the spring of 1999, and will be mandatory for all districts serving students with significant disabilities in the year 2000."*

FYI – Districts may continue to use the MMAT in core subject areas where they do not use the MAP subject area assessments during the phase-in period. Furthermore, the Missouri School Improvement Program (MSIP) will continue to use MMAT data during the phase in of the MAP. Districts will not be required to use any part of the MMAT after the year 2000.

Timeline for Phasing in the Subject Area Assessments

Subject Area	Voluntary District Use	Mandatory District Use
Mathematics	Spring 1997	Spring 1998
Communication Arts	Spring 1998	S 1999
Science	Spring 1998	Sprin
Social Studies	Spring 1999	Spring 2
Health/Physical Education	Spring 2000	Spring 20
Fine Arts	Spring 2000	Spring 200

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OVERHEA

Understanding the Missouri Assessment Program (MAP)

Grade Levels Assessed

You might say: *"Different subject area assessments will be required at different grade levels. This chart shows the subjects that will be assessed at each grade level where the MAP subject area assessments are given. The chart shows only the grades that will be assessed in the areas of science, communication arts, social studies, and mathematics. No decision has been made about the grades that will be assessed in the areas of health/physical education and fine arts, or with the alternate assessment. However, fine arts and health/physical education will probably be assessed at only two grade levels instead of three."*

Use **OVERHEAD K** to show the subjects that will be assessed at each grade level.

Overhead K

Grades/Subject Areas Assessed

GRADE	SUBJECT AREA ASSESSMENTS
Grade 3	Science/Communication Arts
Grade 4	Mathematics/Social Studies
Grade 7	Science/Communication Arts
Grade 8	Mathematics/Social Studies
Grade 10	Mathematics/Science
Grade 11	Communication Arts/Social Studies

You might say: *"Participation in the MAP alternate assessment will likely be determined by students' age, instead of grade. It will probably be administered once in elementary, once in middle school, and once in high school."*

Grades/Subject Areas Assessed

Grade	Subject Area Assessments
Grade 3	Science Communication Arts
Grade 4	Mathematics Social Studies
Grade 7	Science Communication Arts
Grade 8	Mathematics Social Studies
Grade 10	Mathematics Science
Grade 11	Communication Arts Social Studies

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OVERHEA

Understanding the Missouri Assessment Program (MAP)

Administration of the MAP Subject Area Assessments

You might say: *"The MAP subject area assessments are designed to be administered annually, in the spring, by teachers in the classroom. Districts have some leeway in arranging the test setting and schedule to meet their needs. Administration of each subject area assessment requires about three hours. Districts are encouraged to spread the administration of each subject area assessment over two to three days."*

Understanding the Missouri Assessment Program (MAP)

Description of the MAP Subject Area Assessments

You might say: *"Each subject area assessment has three parts – a multiple-choice section, a constructed-response section, and a performance event."*

Use **OVERHEADS L (1 & 2)** and the following information to discuss the three parts of the MAP subject area assessments.

Overheads L
(two overheads)

Description of the MAP Subject Area Assessments

1. **Multiple-Choice Section /*Terra Nova Survey* – Multiple-choice items present a question followed by four or five response options, one of which is correct. Students are expected to choose the one correct response from among the options.** *Missouri has adopted the "Terra Nova Survey" as the multiple-choice component of the MAP for the core subject areas. The "Terra Nova Survey" is a standardized, norm-referenced test that was developed by CTB McGraw Hill for use on a nationwide basis. The use of the Terra Nova will allow Missouri educators to compare the test performance of their students to the performance of students nationwide.*

2. **Constructed-Response Section – Constructed-response items require students to supply (rather than select) an appropriate response to a question.** *In addition to measuring students' content knowledge, constructed-response items can also provide information about how students arrive at their answers. Students are typically asked show their work, and may receive partial credit for a response. The format of the MAP constructed-response items varies among the different subject area assessments. However, constructed-response items within a subject area often follow some type of theme.*

   - **Communication Arts – Students read selections (e.g., stories, poems, or articles), then respond to open-ended questions about these selections.** *Students are allowed to look back at the text in order to formulate their answers.*
   - **Science – Students solve science-related problems, or respond to questions that require a short answer.**
   - **Mathematics – Students solve a series of related mathematics problems.**

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Understanding the Missouri Assessment Program (MAP)

Overheads L
(1 & 2)
cont.

3. <u>The Performance Event</u> – **Performance events require students to formulate an extended response to a problem or a prompt. One or two events are included in each subject area assessment.** *The advantages of these items are that they provide insight into students' ability to apply their knowledge to the types of situations encountered in everyday life; they allow for partial credit; and they require students to demonstrate their thinking. Performance events typically allow students to arrive at the correct answer in more than one way.*

   - **Communication Arts – Students demonstrate their writing proficiency by developing an extended response to a prompt.** *Students are allowed to choose the writing format they feel is most appropriate for the task. Their work is scored holistically, using a four-point scale.*
   - **Science – Students work through a complex task that requires them to apply their knowledge of science content and principles.**
   - **Mathematics – Students solve complex, multi-step math problems related to the types of experiences they encounter in everyday life.**

You might say: *"At all grade levels, students write their responses to the constructed-response items and performance events directly in the test booklets. At the primary level, students also mark their responses to the multiple-choice items in the test booklets. Students in the upper grades use a separate machine-scorable answer sheet for the multiple-choice items.*

Only the multiple-choice section of the MAP subject area assessments is timed. Estimated time guidelines are provided in the examiner's manual for other parts of the assessment; however, the manual indicates that more time can be given to any student who needs it. Some of the MAP items require the use of manipulatives. These are provided with the examiner's materials."

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Description of the MAP Subject Area Assessments

1. <u>Multiple-Choice Section / *Terra Nova Survey*</u> - Multiple-choice items present a question followed by four or five response options, one of which is correct. Students are expected to choose the one correct response from among the options.

2. <u>Constructed-Response Section</u> – Cons ed-response items require students to su (rather than select) an appropriate res to a question.

- **Communication Arts** - Students read selections (e.g., stories, poems, or articles then respond to open-ended questions abou these selections.
- **Science** - Students solve science-related problems, or respond to questions that requ a short answer.
- **Mathematics** - Students solve a series of related mathematics problems.

OVERHEA

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Description of the MAP Subject Area Assessments (Cont.)

3. <u>The Performance Event</u>- Performance events require students to formulate an extended response to a problem or a prompt. One or two performance events are included in each subject area assessment.

- **Communication Arts** - Students demonstrate their writing proficiency by developing an extended response to a prompt.

- **Science** - Students work through a complex task that requires them to apply their knowledge of science content and principles.

- **Mathematics** - Students solve complex, multi-step math problems related to the types of experiences they encounter in everyday life.

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OVER/SIDE

Understanding the Missouri Assessment Program (MAP)

The Development and Use of MAP Subject Area Assessment Scores

Use **OVERHEAD M** and the following information to discuss the development and use of MAP subject area assessment scores.

Overhead M

Development and Use of MAP Subject Area Assessment Scores

Types of Scores - Norm Referenced / Standards Referenced

*Norm-referenced scores (percentile ranks) will be reported for the Terra Nova or the multiple-choice section of the MAP at the individual student and district levels. Norm-referenced scores allow the test performance of Missouri students to be compared to the performance of students nationwide. Standards-referenced scores will be provided for each student, classroom, school, and district. Standards-referenced scores allow Missouri educators to evaluate student achievement in relation to the Show-Me Standards. Students' scores on the multiple-choice items that relate to the Show-Me Standards are combined with their scores on the other parts of the MAP subject area assessments to produce the standards-referenced scores. * Note: A student must attempt items in all three parts of a subject area assessment to receive a score for that subject area.*

Standards-Based Achievement Levels - Step 1 / Progressing / Nearing Proficient / Proficient / Advanced

To help parents and educators better understand standards-referenced scores, DESE has established achievement levels that describe student performance in relation to the Show-Me Standards. Student performance on each of the subject area tests will be reported in relation to these achievement levels.

Scores for Students with Disabilities - Taking the assessments under standard conditions / Taking the assessments using accommodations

Students with disabilities who participate in the MAP subject area assessments under standard conditions (with no accommodations) will receive norm-referenced scores for the "Terra Nova" for each subject area, as well as standards-referenced scores for their overall performance in relation to the Show-Me Standards. If accommodations are used on the "Terra Nova", then norm-referenced scores are invalidated. However, students who use accommodations will still receive useful information about their performance in relation to the Show-Me Standards, and standards-referenced scores for these students will be aggregated with those of other students to describe classroom, building, and district performance.

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Development and Use of MAP Subject Area Assessment Scores

Types of Scores

Norm Referenced / Standards Referenced

Standards-Based Achievement L s

Step 1 / Progressing / Nearing Proficie
Proficient / Advanced

Scores for Students with Disabilities

Taking the assessments under standard conditions

Taking the assessments using accommodations

OVERHEA

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Understanding the Missouri Assessment Program (MAP)

You might say: *"The scores of students with disabilities who receive their educational services in a district other than their district of residence will be aggregated into the report for their district of residence or home district. Assigning scores to the home school district helps to ensure that if a student has been moved to another location to receive services, it is because the home school or district believes that is the best way to maximize the student's learning.*

State Policy Guidelines specify that the number and percentage of students with disabilities participating in the MAP will be monitored by the Division of Special Education as part of the Missouri School Improvement Program (MSIP)."

Understanding the Missouri Assessment Program (MAP)

Development of the MAP Alternate Assessment

You might say: *"Missouri is developing an alternate assessment for use with the small number of students who cannot participate in the MAP subject area assessments even with accommodations. It is expected that no more than one or two percent of all the students in a district will require an alternate assessment. Regional meetings were held around the state in spring of 1998 to discuss the alternate assessment and to get input into its development. Participants in these meetings included representatives from school districts, state schools, private agencies, and parent groups."*

Use **OVERHEAD N** to explain the tentative timeline for the development of the alternate assessment.

Overhead N

Tentative Timeline for the Development of the MAP Alternate Assessment

March 1998:	**First State Committee Meeting**
Spring 1998:	**Regional Meetings**
June 1998:	**Second State Committee Meeting**
Summer 1998:	**Development of a Prototype for Field Test**
Fall 1998:	**Field Test**
Spring 1999:	**First Voluntary Administration of the MAP Alternate Assessment**
Spring 2000:	**First Required Administration of the MAP Alternate Assessment**
July 2000:	**First Required Reporting of Results**

You might say: *"The current plan is to identify the Show-Me Standards that are relevant for students with significant disabilities, and develop an alternate assessment that relates to those standards. This could allow data to be aggregated to produce an overall estimate of the performance of all students who participate in the Missouri Assessment Program. In other words, the scores of students who take the alternate assessment could be combined with the scores of students who take the subject area assessments to get an overall score for each district. Scores for the MAP alternate assessment will probably be reported using the same five-point scale as is used for the MAP subject area assessments: Step 1, Progressing, Nearing Proficient, Proficient, Advanced."*

Tentative Timeline for the Development of the MAP Alternate Assessment

- March 1998: First State Committee Meeting
- Spring 1998: Regional Meetings
- June 1998: Second State Committee Meeting
- Summer 1998: Development of a Prototype for Field Test
- Fall 1998: Field Test
- Spring 1999: First Voluntary Administration of the MAP Alternate Assessment
- Spring 2000: First Required Administration of the MAP Alternate Assessment
- July 2000: First Required Reporting of Results

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Understanding the Missouri Assessment Program (MAP)

Use **OVERHEAD O** to show the assessment approaches identified by Salvia and Ysseldyke (1995) as appropriate for use in an alternate assessment. Explain that some combination of these methods might be used for the MAP alternate assessment.

Overhead O

Assessment Approaches that Might be Used in an Alternate Assessment

- **Observation** *(frequency recording, duration recording, anecdotal records, etc.)*
- **Interviews** *(service providers, parents, students, peers, employers, etc.)*
- **Checklists** *(daily living skills, community mobility skills, social skills, self-help skills, adaptive behavior)*
- **Performance Testing**
- **Portfolios** *(cumulative records, student products, IEP goals, anecdotal records, etc.)*

Assessment Approaches that Might be Used in an Alternate Assessment

- Observation
- Interviews
- Checklists
- Performance Testing
- Portfolios

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OVERHEA

Understanding the Missouri Assessment Program (MAP)

Reporting

You might say: *"State Policy Guidelines specify that local school districts will account for all students enrolled in the school district at the time of the state assessment. All enrolled students will be reported in one of the categories specified on this overhead."*

Use **OVERHEAD P** to show the reporting categories specified in state guidelines.

Overhead P

Reporting Categories

- **Participating in the regular MAP subject area assessments, or if appropriate, a portion of these assessments, under standard conditions**
- **Participating in the regular MAP subject area assessments, or if appropriate, a portion of these assessments, with accommodations that have been approved by DESE for the specific content areas assessed**
- **Participating in an alternate state assessment (based on the Show-Me Standards) that will be available for Missouri students by Spring 2000**
- **Not participating in the MAP subject area assessments or the MAP alternate assessment due to one of the following reasons: prolonged illness, extended absence from school, or physician recommendation. (The reason for nonparticipation must be documented in the reporting forms and IEP.)**

You might say: *"State Policy Guidelines specify that each year the state will report the number and percent of students with disabilities who participate in the MAP. In the future, the state will also report the achievement levels attained by students with disabilities on both the MAP subject area assessments and the alternate assessment as required by the 1997 Reauthorization of IDEA.*

State Policy Guidelines specify that the performance of students with disabilities on regular assessments will be reported beginning no later than July 1, 1998, and on the alternate assessment beginning no later than July 1, 2000, if doing so will be statistically sound and not result in the disclosure of personally identifiable information."

REPORTING CATEGORIES

- Participating in the regular MAP subject area assessments, or if appropriate a portion of these assessments, under standard conditions

- Participating in the regular MAP subject area assessments, or if appropriate a portion of these assessments, with accommodations that have been approved by DESE for the specific content areas assessed

- Participating in an alternate state ass (based on the Show-Me-Standards) th be available for Missouri students by Sp 2000

- Not participating in the MAP subject area assessments or the MAP alternate assessment due to one of the following reasons: prolonged illness, extended absenc from school, or physician recommendation. (The reason for nonparticipation must be documented in the reporting forms and IEP

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Making Decisions about Participation and Accommodations

Handout: "Distinguishing Myths from Truths."

Activity – Myth and Truth *(Optional)*

This activity can be used to focus participants' thinking about the information included in the remainder of the presentation.

Directions:

I Draw participants' attention to the handout entitled "Distinguishing Myths from Truths."

II Ask participants to read each statement on the handout, and to mark "M" on the line in front of the statements they believe to be myths and "T" on the line in front of the statements they believe to be truths.

III When they have finished, ask participants to set their papers aside, as they will be discussed later in the presentation.

IV Toward the end of the presentation, give participants time to review their answers to the Myth and Truth activity.

V Tell them to correct any answers that they now believe to be wrong, based on what they have learned in the presentation.

VI Use the "Presenters' Key" to review the correct answers, and to guide a brief discussion.

VII Get an idea of how many answered all the items correctly, how many missed two or less, etc.

Making Decisions about Participation and Accommodations

Alternatives for Including Students with Disabilities in the MAP

You might say: *"State Policy Guidelines require that decisions regarding participation and accommodations be made annually, based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics."*

Tell participants that there are several alternatives for including students with disabilities in the Missouri Assessment Program. Use **OVERHEAD Q** and the following information to explain these alternatives.

Overhead Q

Alternatives for Inclusion

Participation in the MAP subject area assessments without accommodations
Students with disabilities for whom this option is appropriate would participate in some or all of the MAP subject area assessments under the same conditions as other students. They would not use accommodations, so there would be no modifications in testing procedures.

Participation in the MAP subject area assessments with accommodations
Students with disabilities for whom this option is appropriate would participate in some or all of the MAP subject area assessments, but accommodations or modifications in testing procedures would be made to prevent their disabilities from interfering with their test performance.

Participation in the MAP alternate assessment
A very small number of students with significant disabilities will not be able to participate in the MAP subject area assessments even with accommodations. These students will participate in the alternate assessment, once it is developed. The alternate assessment will provide students with a different way to demonstrate their learning. It will allow all students to participate in the accountability system, regardless of the severity of their disability.

You might say: *"Only one to two percent of all the students in a district, including students with severe cognitive disabilities that reside in the district but receive services in settings outside the district, should require an alternate assessment. All other students should participate in the MAP subject area assessments either with or without accommodations."*

Including Students with Disabilities in the Missouri Assessment Program

Alternatives for Inclusion

Participation in the MAP subject area assessments without accommodations

***

Participation in the MAP subject area assessments with accommodations

***

Participation in the MAP alternate assessment

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OVERHEAD

Making Decisions about Participation and Accommodations

Making Decisions about Participation

You might say: *"The first consideration in determining how a student should participate in the state assessment program is the goals of that student's instruction."*

Use **OVERHEAD R** and the following information to explain how identified instructional goals can guide participation decisions. Tell participants that when making participation decisions they should ask these questions.

Overhead R

Questions to Ask when Making Participation Decisions

Is the student working toward the same instructional goals as other students? (Preparing for typical work, school, and life experiences)

Students with disabilities are working toward the same instructional goals as other students if their goals will prepare them for typical work, school, and life experiences. Students who fall into this category are participating in the general education curriculum, and will generally participate in all or most of the MAP subject area assessments. These students may require some accommodations in testing procedures.

Is the student working toward modified instructional goals? (Generally preparing for similar work, school, and life experiences)

Students are working toward modified instructional goals if attainment of these goals will generally prepare them to participate in life experiences that are similar to those of other students, but modifications have been made in curriculum or instruction to support the realization of these goals. Students who fall into this category are participating in the general education curriculum, and should take the MAP subject area assessments for which they are receiving content instruction. These students will probably require accommodations in testing procedures.

If the student is working toward the same instructional goals as other students, or toward modified instructional goals, in which subject area assessments should he/she participate?

Students should participate in any subject area assessments for which they are receiving content instruction. The set of publications, 'Assessment Annotations for the Curriculum Frameworks,' available from the Curriculum Services Section of DESE, can help determine if a student's instruction has included any of the content assessed by a subject area test.

Is the student working toward different instructional goals than other students?

Students are working toward different instructional goals than other students if their instructional goals are primarily functional in nature and relate mostly to self-care and life skills. Students working toward functional goals will generally participate in the alternate assessment when it is available, and until that time may not participate in the state assessment program. Students working toward functional goals may participate in some of the MAP subject area assessments, if the content is relevant.

Questions to Ask when Making Participation Decisions

- Is the student working toward the same instructional goals as other students? *(Preparing for typical work, school, and life experiences)*
- Is the student working toward modified instructional goals? *(Generally preparing for similar work, school, and life experien*
- If the student is working toward same instructional goals as other students, or toward modified instructional goals, in which subject area assessments should he/she participate?
- Is the student working toward different instructional goals than othe students?

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OVERHEA

Making Decisions about Participation and Accommodations

Key Points to Consider in Making Participation Decisions

Use **OVERHEAD S** and the following information to discuss key points to consider in making participation decisions.

Considerations in Making Participation Decisions

- **Decision-makers should start from the premise that all students, including those with disabilities, will participate in the state assessment program, and to the greatest extent possible in the MAP subject area assessments.** *Only one to two percent of all the students in a district should require the MAP alternate assessment. All other students should participate in the MAP subject area assessments.*

- **Any decisions regarding participation in the state assessment program must be made by a student's IEP team, and documented in the IEP.** *Decisions about participation must be made by people who know the student and understand the student's strengths and weaknesses. Parents and older students should, as appropriate, be informed partners in the decision-making process. If the IEP team decides a student will not participate in either the MAP subject area assessments or the MAP alternate assessment, then that decision must be documented in the IEP along with the reasons for the decision. An explanation of how the student will be assessed must also be included. Documented participation decisions will be monitored during MSIP visits.*

- **Decisions about how a student should participate in the MAP should be based on the goals and content of that student's instruction.** *Students with disabilities, who participate in the general education curriculum and whose instructional goals are expected to lead to typical work, school, and life experiences, should take the MAP subject area assessments that relate to the content of their instruction. Students who are working only toward functional goals (self-care, basic life skills) and who are not a part of the general curriculum should participate in the alternate assessment once it is developed. These students may be exempted from the Missouri Assessment Program until the MAP alternate assessment is available.*

- **A student with disabilities should participate in all MAP subject area assessments that are instructionally relevant for that student.** *Decisions must be made independently for each subject area.*

Overhead S

Making Decisions about Participation and Accommodations

Overhead S

cont.

- **Decisions about participation should never be based on program setting, category of disability, or percent of time in the regular classroom.** *A student should be included in any MAP subject area assessment for which that student receives instruction, regardless of where that instruction occurs.*

- **Students should not be exempted from any part of the MAP subject area assessments simply because they are not expected to do well.** *Decisions about participation should be based on instructional goals and content of instruction, not on how well students have learned the content they were taught.*

- **Districts should develop guidelines to direct decisions regarding the participation of students with disabilities in the state assessment program.** *District guidelines should reflect State Policy Guidelines. The National Center on Educational Outcomes has developed a set of general guidelines that districts and states can use to evaluate their guidelines on participation. These are included with your handouts.*

- **It is important to remember that things change, so participation decisions should be reviewed just prior to assessment to be sure that they are still valid.**

Considerations in Making Participation Decisions

- Decision-makers should start from the premise that all students, including those with disabilities, will participate in the state assessment program, and to the greatest extent possible in the MAP subject area assessments.
- Any decisions regarding participation in the state assessment program must be made by a student's IEP team, and documented in the IEP.
- Decisions about how a student should participate in the MAP should be based on the goals and content of that student's instruction.
- A student with disabilities should participate in MAP subject area assessments that are instructionally relevant for that student.
- Decisions about participation should never be based on program setting, category of disability, or percentage of time in the regular classroom.
- Students should <u>not</u> be exempted from any part of the MAP subject area assessments simply because they are not expected to do well.
- Districts should develop guidelines to direct decisions regarding the participation of students with disabilities in the state assessment program.
- It is important to remember that things change, so participation decisions should be reviewed just prior to assessment to be sure that they are still valid.

OVERHEAD

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Making Decisions about Participation and Accommodations

Making Decisions about Accommodations

You might say: *"Accommodations are changes in assessment materials or procedures that make it possible for students with disabilities to participate in an assessment. The reason for using accommodations is to "level the playing field" or to give students with disabilities an opportunity to demonstrate what they know and are able to do under the conditions they need to effectively demonstrate their learning. In other words, accommodations, if used appropriately, improve the accuracy of assessment by removing the negative impact of a student's disability on test performance. The goal in using accommodations is to give students with disabilities an equal opportunity in assessment, not to give these students an unfair advantage over other students."*

You might use the following example to further explain this concept:

Without eyeglasses many people would have a great deal of difficulty with a well-known performance test – the Drivers' Exam. Glasses are an accommodation that allows people to demonstrate their driving skills instead of their visual disabilities, and one that has saved the lives of many license examiners. No one (especially the examiners) would argue that glasses should not be worn during a driving test because they give an examinee an unfair advantage over other people on the test.

You might say: *"The next part of this workshop will provide information that will help you make fair and appropriate decisions about the use of accommodations."*

Using Accommodations on the MAP

You might say: *"Accommodations are allowed on all parts of the MAP. However, the 'Terra Nova' is a timed, norm-referenced test that must be administered under 'standard' conditions in order to produce a norm-referenced score. Because accommodations were not allowed for the group of students on which the test was normed, the use of accommodations on the 'Terra Nova' invalidates a student's norm-referenced scores.*

This is not to say that accommodations cannot be used on the multiple-choice portion of the MAP subject area assessments. Accommodations should be used if a student's disability would cause an invalid measure of that student's knowledge and skills if the test were taken under standard conditions. However, anytime the 'Terra Nova' is given in a non-standard manner, the norm-referenced scores are invalidated, and the student's performance on this portion of the MAP counts only toward the development of standards-referenced scores for the individual student and the district."

Making Decisions about Participation and Accommodations

Types of Accommodations

You might say: *"One way to think about accommodations is in terms of what is changed. Changes that can be made for an assessment typically fall into four areas – changes in setting or location of test administration, changes in timing or scheduling, changes in method of administration, and changes in method of response."*

Setting Accommodations (Location of Test Administration)

Use **OVERHEADS T** and **U** to explain setting accommodations. Tell participants that they have a handout entitled "Selecting Appropriate Accommodations" that will help them decide if a student needs accommodations in the setting in which the MAP subject area assessments are administered.

Overhead T

Accommodations in Setting or Location of Test Administration

Setting accommodations are changes in the location or physical environment in which an assessment is administered.
Examples

- **Administering the MAP in a small group**
- **Administering the MAP individually**
- **Placing the student in a study carrel for testing**
- **Providing specialized lighting**

Overhead U

Determining if a Student Needs Setting Accommodations

Questions you might ask to determine if accommodations are needed in the setting in which the MAP subject area assessments are administered:

- **Does the student have trouble concentrating in a group setting?**
- **Does the student have difficulty working independently?**
- **Does the student's behavior disrupt other students while they are working (e.g., talking, touching, excessive movement)?**
- **Does the student need frequent breaks during testing?**
- **Does the student need extended time to take the test, so that other students would be leaving the room while the student is still trying to concentrate?**
- **Does the student need directions repeated or read aloud, or parts of the test read aloud?**
- **Does the student need special equipment or lighting that might be difficult to provide in a regular test setting?**
- **Does the student need other accommodations that require the use of a separate or modified test setting?**

Accommodations in Setting

(Location of Test Administration)

Setting accommodations are changes in the location or physical environment in which an assessment is administered.

Examples

- Administering the MAP in a small group
- Administering the MAP individually
- Placing the student in a study carrel for testing
- Providing specialized lighting

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Determining if a Student Needs Setting Accommodations

Questions you might ask to determine if accommodations are needed in the setting in which the MAP subject area assessments are administered:

- ❑ Does the student have trouble conce trating in a group setting?
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- ❑ Does the student need other accommodations that require the use of a separate or modified test setti

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Making Decisions about Participation and Accommodations

Timing or Scheduling Accommodations

Use **OVERHEADS V** and **W** and the following information to explain timing and scheduling accommodations. Refer participants to their handout.

Overhead V

Accommodations in Timing or Scheduling

Timing and scheduling accommodations are changes in the duration, timing, or scheduling of an assessment. These changes can relate to how much time is allowed for an assessment, when it is administered, or how assessment time is organized. *Accommodations in timing and scheduling are among the most frequently requested.*

Examples

- **Providing extra time for the student to complete all or part of the MAP subject area assessments**
- **Administering the MAP subject area assessments immediately after the student has taken medication that might affect test performance**
- **Providing frequent breaks during testing**
- **Changing the order of the administration to reflect students' individual learning characteristics**

Overhead W

Determining if a Student Needs Accommodations in Timing or Scheduling

Questions you might ask to determine if accommodations are needed in the timing or scheduling of the MAP subject area assessments:

- **Does the student require special equipment that takes extra time to use?**
- **Is the student using an accommodation that causes fatigue (e.g., magnifying equipment, earphones) so frequent rests are needed during the assessment?**
- **Does the student's disability involve difficulty in processing or producing written text, so more time is needed to read items and formulate responses?**
- **Does the student's disability cause difficulty in focusing attention or sitting for extended periods of time?**
- **Is the student on medication that might affect test performance, so the scheduling of the assessment needs to relate to the timing of the medication?**
- **Does the student need the parts of the MAP subject area assessments to be administered in a certain order to reduce frustration (e.g., sections that the student is most comfortable with first, or harder sections, in the morning when the student is most alert)?**
- **Does the student need other accommodations that require changes in timing or scheduling?**

Accommodations in Timing or Scheduling

Timing and scheduling accommodations are changes in the duration, timing, or scheduling of an assessment. These changes can relate to how much time is allowed for an assessment, when it is administered, or how assessment time is organized.

Examples

- Providing extra time for the student t complete all or part of the MAP subjec assessments
- Administering the MAP subject area assessments immediately after the stude has taken medication that might affect te performance
- Providing frequent breaks during testing
- Changing the order of the administration to reflect students' individual learning characteristics

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Determining if a Student Needs Accommodations in Timing or Scheduling

Questions you might ask to determine if accommodations are needed in the timing or scheduling of the MAP subject area assessments:

- Does the student require special equipme[illegible] that takes extra time to use?
- Is the student using an accommodation that [illegible]s fatigue (e.g., magnifying equipment, earphones) so fre[illegible]rests are needed during the assessment?
- Does the student's disability involve difficulty i[illegible] processing or producing written text, so more tim[illegible] needed to read items and formulate responses?
- Does the student's disability cause difficulty in foc[illegible] attention or sitting for extended periods of time?
- Is the student on medication that might affect test performance, so the scheduling of the assessment ne[illegible] relate to the timing of the medication?
- Does the student need the parts of the MAP subject a[illegible] assessments to be administered in a certain order to reduce frustration (e.g., sections that the student is m[illegible] comfortable with first, or harder sections in the mornin[illegible] when the student is most alert)?
- Does the student need other accommodations that requ[illegible] changes in timing or scheduling?

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Making Decisions about Participation and Accommodations

You might say: *"Timing accommodations, beside being the most used, are also among the most misused. It is possible for this type of accommodation to work to the detriment of the student, instead of the benefit. For example, too frequent breaks can disrupt a student's concentration or interrupt the sequence of items on a test. Older students should be encouraged to signal when a break is needed. Younger students should be observed to determine when breaks are most appropriate.*

Allowing too much time can result in unproductive guessing, or in a student changing answers that were better left alone. Finally, having extra time may embarrass students in front of their peers, and cause them to be uncomfortable with the assessment. Careful thought must be given to balancing the benefits of using timing accommodations with the concerns."

Making Decisions about Participation and Accommodations

Accommodations in Method of Administration or Presentation of Materials

Use **OVERHEADS X** and **Y** to explain accommodations in method of administration or presentation of materials. Refer participants to their handout.

Overhead X

Accommodations in Method of Administration or Presentation of Materials

Accommodations in method of administration or presentation of materials are changes in how an assessment is given to a student. *There are many different accommodations that can be made in this area. However, it is the accommodations in this area that are most likely to be controversial and unacceptable for use for the MAP subject area assessments.*

Examples

- **Reading written directions aloud or repeating directions more than once (with or without paraphrasing)**
- **Reading items to the student (without paraphrasing)**
- **Using larger print**
- **Including fewer items per page**
- **Providing a calculator** *(for those assessments that do not allow the use of a calculator in standard administration)*
- **Tape recording directions or items**
- **Providing magnification devices**
- **Including only the items appropriate for the student's instructional program**

Overhead Y

Determining if a Student Needs Accommodations in Method of Administration or Presentation of Materials

Questions you might ask to determine if accommodations are needed in method of administration or presentation of materials:

- **Does the student have difficulty following oral or written instructions?**
- **Is the student able to read the test items?**
- **Does the student need changes in the procedure used to administer the assessment?**
- **Does the student need changes in the format of the assessment, or the way that it is laid out?**
- **Does the student need to use assistive devices?**
- **Does the student have other needs that require changes in this area?**

Accommodations in Method of Administration or Presentation of Materials

Accommodations in method of administration or presentation of materials are changes in how an assessment is given to a student.

Examples

- Reading written directions aloud or r ting directions more than once (with or wi paraphrasing)
- Reading items to the student (without paraphrasing)
- Using larger print
- Including fewer items per page
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- Does the student need to use assistive devices
- Does the student have other needs that require changes in this area?

OVERHEAD

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Making Decisions about Participation and Accommodations

Accommodations in Method of Response

Use **OVERHEADS Z** and **AA** to explain accommodations in method of response. Refer participants to their handout.

Overhead Z

Accommodations in Method of Response

Response accommodations are changes in the way students are expected to respond to assessment materials. The primary reason for providing response accommodations is to compensate for physical and sensory disabilities that limit a student's ability to respond.

Examples

- **Allowing students to dictate responses to a scribe or into a tape recorder (only when responses are scribed exactly as dictated)**
- **Allowing students to mark directly in the test booklet, rather than on the answer sheet**
- **Allowing students to use a Brailler**
- **Allowing students to write responses on lined paper**

Note: All responses must be converted to a scorable format before returning the test materials for scoring.

Overhead AA

Determining if a Student Needs Accommodations in Method of Response

Questions you might ask to determine if response accommodations are needed:

- **Can the student use paper/pencil to write short and extended responses?**
- **Can the student mark responses directly onto an answer sheet?**
- **Does the student need to use assistive devices to formulate responses?**
- **Does the student have other needs that require a change in method of response?**

Accommodations in Method of Response

Response accommodations are changes in the way students are expected to respond to assessment materials. The primary reason for providing response accommodations is to compensate for physical and sensory disabilities that limit a student's ability to respond.

Examples

- Allowing students to dictate responses to a scribe or into a tape recorder (only when responses are scribed exactly as dictated)
- Allowing students to mark directly in the booklet, rather than on the answer sheet
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Note: All responses must be converted to a scorable format before returning the test materials for scoring.

OVERHEAD

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Determining if a Student Needs Accommodations in Method of Response

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- Can the student use paper/pe[illegible]to write short and extended resp[illegible]?
- Can the student mark responses directly onto an answer sheet?
- Does the student need to use assistive devices to formulate responses?
- Does the student have other needs that require a change in method of response?

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Making Decisions about Participation and Accommodations

Other Accommodations

Tell participants that there are some accommodations that do not fit neatly into any of the categories discussed. Use **OVERHEAD BB** and the following information to discuss these types of accommodations.

Overhead BB

Other Accommodations

Out-of-Level Testing refers to the practice of giving a student an assessment that is designed for students at a different grade level. Out-of-level testing will not be allowed for the MAP subject area assessments, since the assessments are used for accountability purposes. *Testing out-of-level changes the meaning of assessment results because different content is assessed at different grade levels. Furthermore, the MAP subject area assessments are not available for every grade, making the effective use of out-of-level testing infeasible.*

Motivational Accommodations are those things done before and during an assessment to encourage a student to begin or keep working. These include prompting a student to get started or keep working, refocusing a student's attention on the assessment items, and encouraging a student to go on to another item. *Motivational accommodations are acceptable for the MAP subject area assessments, but like other accommodations need to be agreed upon by the IEP team and documented in the IEP. Older students who need these types of accommodations can also benefit from training in self-monitoring or self-regulation techniques.*

You might say: *"Accommodations chosen for the MAP subject area assessments should be checked against the list of approved accommodations provided in the examiner's manual. Accommodations included on this list are organized by type. Accommodations that the IEP team has selected based on student need and learning characteristics that are not on the approved list must be approved by DESE before they are used on the MAP subject area assessments.*

The MAP subject area assessments are secure tests. Individuals responsible for administering the assessments must ensure that test materials are secure at all times. Assessment materials should not be accessible to individuals who are not responsible for testing nor should they be photocopied unless this is necessary for a specific accommodation. Students cannot be permitted to see the test before it is administered. If the accommodation needed by a student requires a change to the test materials, (e.g., enlarged type or fewer items per page), then the person in charge of the modifications becomes responsible for protecting the security of the test. Test materials should be locked up except when they are being worked on or used. All modified test materials must be returned with other test materials once testing is completed and cannot be kept in the district."

Other Accommodations

Out-of-Level Testing *refers to the practice of giving a student an assessment that is designed for students at a different grade level. Out-of-level testing will not be allowed for the MAP subject area assessments, since the assessments are used for accountability purposes.*

***

Motivational Accommodations *are the things done before and during an assessment to encourage a student to begin or keep working. These include prompting a student to get started or keep working, refocusing a student's attention on the assessment items, and encouraging a student to go on to another item.*

OVERHEA

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Making Decisions about Participation and Accommodations

Steps in Making Good Decisions about Accommodations

Use **OVERHEAD CC** and the following information to help explain the steps an IEP team might follow to make decisions about accommodations.

Overhead CC

Making Good Decisions about Accommodations

Step 1: Identify the learning characteristics and needs of the student.

Step 2: Identify the accommodations used during instruction.

Accommodations used for the MAP subject area assessments should be similar to those used during classroom instruction or tests. It makes sense that if a student needs an accommodation to succeed in the classroom, then a similar accommodation will probably be needed for the state assessments. Similarly, if a student does not use a particular accommodation in the classroom, then it probably isn't needed for the state assessments. No accommodation should be introduced for the first time on the state assessments. Even in the classroom, a student with disabilities may need training and practice with an accommodation to benefit from its use. An accommodation that is introduced for the first time during the state assessment may be more hindrance than help. For example, if a tape player is used to read items to a student, the student must be familiar with the way the tape player works. Otherwise, more time might be spent trying to operate the tape player than thinking about the assessment items.

Step 3: Learn about the MAP subject area assessments and the items included in each part of the assessments.

A good understanding of the MAP subject area assessments is necessary for the selection of appropriate accommodations. IEP teams should remember that an accommodation that might be acceptable in one subject or grade level might not be acceptable in another subject or grade level. Team members should look through the sample item booklets and other information available from DESE. They should read the examiner's manuals, and if possible observe administrations of the subject area assessments. Someone knowledgeable about both the MAP subject area assessments and the MAP alternate assessment should be included on the IEP team when decisions about participation or accommodations are made.

Step 4: Use what is known about the student, accommodations used in the classroom, and the items included on the MAP to identify possible accommodations for the state assessment.

Making Good Decisions about Accommodations

Step 1: Identify the learning characteristics and needs of the student.

Step 2: Identify the accommodations used during instruction.

Step 3: Learn about the MAP subject area assessments and the items included in each part of the assessments.

Step 4: Use what is known about the student, accommodations used in the classroom, and the items included on the MAP to identify possible accommodations for the state assessment.

Step 5: Determine which of the identified accommodations are appropriate for the MAP subject area assessment.

IEP team members should ask themselves...

- Does this accommodation change what is tested?
- If this accommodation is used, is the integrity of the test protected?
- Does the use of the accommodation give clues to the correct answer, or otherwise give the student an unfair advantage?
- Is the accommodation needed to lessen the impact of a disability, or will it artificially raise the test score of the student?
- Does the accommodation threaten test security?

Step 6: Check the resulting list of acceptable accommodations against the state's list of approved accommodations. Call DESE (1-800-845-3545) to get approval for accommodations not on the state's approved list.

OVERHEAD

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Making Decisions about Participation and Accommodations

Overhead CC
cont.

Step 5: Determine which of the identified accommodations are appropriate for the MAP subject area assessments. (Refer to handouts.)

IEP teams should use the State Policy Guidelines and the following questions, included on the handout "Checklist of Approved Accommodations," to determine which of the identified possible accommodations might be appropriate for the MAP subject area assessments.

IEP team members should ask themselves...

- **Does this accommodation change what is tested?**
- **If this accommodation is used, is the integrity of the test protected?**
- **Does the use of the accommodation give clues to the correct answer, or otherwise give the student an unfair advantage?**
- **Is the accommodation needed to lessen the impact of a disability, or will it artificially raise the test scores of the student?**
- **Does the accommodation threaten test security?**

Step 6: Check resulting list of acceptable accommodations against the state list of approved accommodations. (Refer to handout.)

Call the State Department (1-800-845-3545) to get approval for accommodations not on the state's approved list.

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Making Decisions about Participation and Accommodations

Dos and Don'ts of Accommodations

Use **OVERHEADS DD** and the following information to discuss key points to remember when making decisions about the use of accommodations.

Overhead DD
(two overheads)

Dos and Don'ts of Accommodations

Remember that the purpose of accommodations is to "level the playing field" or to lessen the impact of a disability on test performance.

- **Decisions regarding the use of accommodations must be made by the IEP team and documented in the IEP. The IEP should specify what accommodations will be used for each MAP subject area assessment and the reasons for those accommodations.** *People who know the student and understand the student's strengths and weaknesses should make decisions about accommodations. The IEP team should inform parents about the purpose of accommodations and the various accommodation options. Parents should be informed partners in the decision-making process.*
- **IEP teams should check to be sure that selected accommodations are on the list of approved accommodations provided in the examiner's manual for each MAP subject area assessment. Other accommodations may be used, but the Assessment Section of DESE must grant approval. Call 1-800-845-3545 to request approval.**
- **Decisions about accommodations should be based on a student's learning characteristics and needs, NOT on program setting, category of disability, or percent of time in the regular classroom.**
- **No accommodation should be introduced for the first time during the state assessment.** *Accommodations used by a student on the MAP subject area assessments should be the same as those routinely used in the student's instructional program and for classroom tests. A student may need training and practice with an accommodation to benefit from its use.*
- **Individuals responsible for decisions about accommodations should have a good understanding of the Missouri Assessment Program.**

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Making Decisions about Participation and Accommodations

Overhead DD
cont.

- **Accommodations must not change the nature of assessment items or the skills or knowledge assessed.** *Decisions about accommodations must be made separately for each subject area and must relate to the content measured.*
- **Accommodations should be based on need, not benefit.** *They should not give students with disabilities an unfair advantage over other students, or raise scores artificially. Instead, accommodations should help remove the effect of a disability on a student's test performance. Accommodations should be used only when students' specific and identified disabilities prevent them from demonstrating their knowledge on an assessment given in a standard manner. They should not be used simply help students get higher scores.*
- **The MAP subject area assessments are secure tests. Chosen accommodations cannot threaten the security of the assessments.** *For example, students cannot be allowed to see an assessment before it is administered, and no student can be allowed to remove an assessment from the test setting.*
- **All accommodations used must be identified on students' answer sheets according to the directions in the examiner's manual.**
- **The responses of students who use an alternative response format must be converted to a scorable format.** *For example, if students' disabilities require them to write their answers to the "Terra Nova" items in the student booklet instead of on the answer sheet, then those answers must be transferred to the answer sheet before the test is submitted for scoring.*
- **Students should understand their accommodation needs.** *As students progress through the grades they should be helped to understand how decisions about accommodations are made. Students need to know what accommodations they are using and why they are using them. With this understanding, they will be better able to advocate for the use of similar accommodations in the work place or a post-secondary school setting.*

FYI - Accommodations are permissible for IEP, LEP, and IAP (504) students according to their needs.

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Dos and Don'ts of Accommodations

Remember that the purpose of accommodations is to "level the playing field" or to lessen the impact of a disability on test performance.

- Decisions regarding the use of acco[illegible]modations must be made by the IEP team and d[illegible]mented in the IEP. The IEP should specify wha[illegible] accommodations will be used for each [illegible] subject area assessment and the reaso[illegible] those accommodations.

- IEP teams should check to be sure that se[illegible] accommodations are on the list of approve[illegible] accommodations provided in the examiner's [illegible] for each MAP subject area assessment. **Oth[illegible]** accommodations may be used, but the **Assess[illegible]** Section of DESE must grant approval. **Call 1-[illegible]** 845-3545 to request approval.

- Decisions about accommodations should be bas[illegible] on a student's learning characteristics and nee[illegible] NOT on program setting, category of disability[illegible] percent of time in the regular classroom.

OVERHEAD D[illegible]

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More Dos and Don'ts

- No accommodation should be introduced for the first time during the state assessment.
- Individuals responsible for decisions about accommodations should have a good understanding of the Missouri Assessment Program.
- Accommodations must not change the nature of assessment items or the skills or knowledge assessed.
- Accommodations should be based on need and benefit.
- The MAP subject area assessments are speed tests. Chosen accommodations cannot threaten the security of the assessments.
- All accommodations used must be identified on students' answer sheets according to the directions in the examiner's manual.
- The responses of students who use an alternate response format must be converted to a scorable format.
- Students should understand their accommodation needs.

OVERHEAD D

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Making Decisions about Participation and Accommodations

Staff Development

You might say: *"Staff development is the key to ensuring good decisions about participation and accommodations."*

Use **OVERHEAD EE** to tell participants about the information staff members need to make informed decisions.

Overhead EE

To make good decisions about participation and accommodations, those involved in the decision-making process need to know about:

- **The reasons students with disabilities should participate in the state assessment program**
- **State and district guidelines regarding participation and accommodations**
- **The nature and purpose of the MAP subject area assessments and the MAP alternate assessment**
- **The different options for participating in the MAP**
- **The goals and content of students' instruction and the relationship of these to decisions about participation and accommodations**
- **The nature and use of accommodations**
- **Instructional accommodations that students use in the classroom**
- **How students' needs can change over time**
- **How students are prepared for participation in the MAP**

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To make good decisions about participation and accommodations, those involved in the decision-making process need to know about:

- The reasons students with disabilities should participate in the state assessment program
- State and district guidelines regarding participation and accommodations
- The nature and purpose of the MAP subject area assessments and the MAP alternate assessment
- The different options for participating in the MAP
- The goals and content of students' instruction and the relationship of these to decisions about participation and accommodations
- The nature and use of accommodations
- Instructional accommodations that students use in the classroom
- How students' needs can change over time
- How students are prepared for participation in the MAP

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Preparing Students to Participate

You might say: *"A common concern parents and teachers have about students with disabilities participation in the state assessments is that the experience will be stressful and upsetting. Testing is stressful for many students, but that stress can be greatly reduced by adequately preparing them for a test. Students with disabilities often lack experience with group tests, and even more than most students may need instruction in test-taking skills and practice with items similar to those they will encounter on the state assessments. A great deal of stress can be eliminated by telling students what the assessments will be like, educating them in test-taking skills and stress reduction techniques, and helping them and their parents understand how students can physically prepare for the assessments.*

There are three major types of test preparedness that should be addressed to ready students with disabilities for participation in the MAP subject area assessments. Although these can help all students do better, students with disabilities are more likely than other students to need direct instruction in these areas."

Use **OVERHEAD FF** and the following information to describe the preparation students with disabilities need to do their best on the MAP subject area assessments.

Overhead FF

Preparing Students to Take the MAP Subject Area Assessments

Test-Approach Skills help students feel their best during an assessment and give students a feeling of control over their test performance. Students need to understand the impact that nutrition and sleep have on their ability to perform well, and have experience with relaxation techniques that might help them during the assessments.

Test-Taking Skills are specific, test-related skills that help students do their best on an assessment. Examples include:

- **The ability to read and follow directions**
- **The ability to refer back to a text to respond to items (possibly on a previous page)**
- **Experience using bubble sheets**
- **Strategies for approaching different types of items**

Test Familiarity refers to knowledge about and experience with the MAP subject area assessments. Students need to understand the purpose of the assessments, have practice with the types of items included on the assessments, be familiar with the accommodations they will use, and understand directions and scoring procedures.

Preparing Students to Participate

Students should understand the different parts of the MAP subject area assessments and know what is expected of them in relation to the items in each part. They should also know how, when, and where the assessments will be administered, as well as the time limitations that will be applied to them.

Students should have an opportunity to practice with questions and response formats similar to those used on the actual assessments. The item samplers and released items will give students experience with test items and allow for a trial run of the accommodations they will be using. Teachers should use the scoring guides that are provided with the items for each subject area to get an idea of the additional instruction needed to help students prepare for the assessments.

Overhead FF
cont.

Preparing Students to Take the MAP Subject Area Assessments

Test-Approach Skills help students feel their best during an assessment and give students a feeling of control over their test performance. Students need to understand the impact that nutrition and sleep have on their ability to perform well, and have experience with relaxation techniques that might help them during the assessments.

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Test Familiarity refers to knowledge about and experience with the MAP subject area assessments. Students need to understand the purpose of the assessments, have practice with the types of items included on the assessments, be familiar with the accommodations they will use, and understand directions and scoring procedures.

OVERHEAD

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Addressing the Concerns of Parents

You might say: *"Parents of students with disabilities may have some concerns about the inclusion of their children in the state assessment program. Informing parents about the assessments and involving them in the decision-making process will go a long way toward obtaining their support. This overhead shows the kinds of information that should be shared with parents."*

Use **OVERHEAD GG** to explain the kind of information that should be shared with parents.

Overhead GG

Parents should know about:

- **The purpose of the Missouri Assessment Program**
- **The need for accountability systems and the requirements of the law**
- **The benefits of including children with disabilities in state assessment**
- **The nature of the assessments their children will take (MAP subject area assessments or MAP alternate assessment)**
- **Participation and accommodation options and how these relate to the goals and content of their children's instruction**
- **How their children have been prepared to participate in the assessments**
- **What they can do to help prepare their children for the assessments**
- **How scores are reported and used**

Parents should know about:

- The purpose of the Missouri Assessment Program
- The need for accountability systems and the requirements of the law
- The benefits of including children with disabilities in state assessment
- The nature of the assessments their child will take (MAP subject area assessment, MAP alternate assessment)
- Participation and accommodation options and how these relate to the goals and content of their children's instruction
- How their children have been prepared to participate in the assessments
- What they can do to help prepare their children for the assessments
- How scores are reported and used

OVERHEAD

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Logistics

Roles and Responsibilities

You might say: *"A number of people will be involved in making and implementing decisions about the assessment of students with disabilities. Let's talk briefly about the roles and responsibilities of some of these people."*

Use **OVERHEADS HH** and the following information to discuss the roles and responsibilities of individuals who might be involved in the assessment of students with disabilities.

Overhead HH
(two overheads)

Roles and Responsibilities

Superintendents work with the local school board to establish policy related to assessment. *The superintendent sets the tone for the district and helps influence teacher and parent reaction to assessment policies.*

District assessment coordinators coordinate the overall administration of the state assessments in their districts. *Coordinators should disseminate information about inclusive assessment and ensure that district and state policies are fully and effectively implemented.*

Building administrators are responsible for the integrity of the implementation of the Missouri Assessment Program in their buildings. *As leaders of instruction, they are role models for their staff on matters concerning curriculum and assessment. Building administrators should take the lead in ensuring that their staff is fully informed about inclusive assessment, and that state and district policies are appropriately implemented. Building administrators should always be involved in decisions about the assessment of students with disabilities.*

Special education administrators disseminate information, participate in discussions and decision-making, and help resolve implementation issues. *They should meet with all special educators to introduce, explain, and get support for the concept and practice of inclusive assessment.*

Special education teachers are responsible for implementing assessment decisions. They generally take responsibility for organizing and modifying assessment materials, coordinating and scheduling assessments, and the actual test administration. *Special education teachers know and work with students with disabilities. They are familiar with students' educational programs, know their strengths and needs, and can anticipate their reactions to different forms of assessment. They are practiced in making decisions regarding the use of accommodations in instruction and classroom assessment. Special education teachers are also responsible for advocating for their students. They play a key role in ensuring that other educators understand and support decisions about the assessment of students with disabilities.*

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Roles and Responsibilities

Superintendents work with the local school board to establish policy related to assessment.

District assessment coordinators coordinate the overall administration of the state assessments in their districts.

Building administrators are responsible for the integrity of the implementation of the Missouri Assessment Program in their buildings.

Special education administrators disseminate information, participate in discussions and decision-making, and help resolve implementation issues.

Special education teachers are responsible for implementing assessment decisions. They generally take responsibility for organizing and modifying assessment materials, coordinating scheduling assessments, and the actual test administration.

Classroom teachers provide valuable input into decisions regarding the assessment of students with disabilities and are responsible for administering the MAP subject area assessments in their classrooms.

OVERHEAD

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Logistics

Overhead FF
cont.

Classroom teachers provide valuable input into decisions regarding the assessment of students with disabilities and are responsible for administering the MAP subject area assessments in their classrooms. *Classroom teachers regularly instruct students with disabilities and are responsible for implementing and monitoring the success of various instructional and assessment accommodations. Classroom teachers direct their instruction to the standards that are assessed by the MAP subject area assessments and are familiar with the content covered by the assessments.*

Paraeducators assist special education teachers in implementing assessment decisions. *Paraeducators might supervise students taking the assessments, read test items to students, tape record assessment materials, or otherwise modify materials to meet the needs of individual students. (e.g., reword directions, put fewer problems on a page, redo items in larger type, etc.)*

Related service providers such as speech therapists, physical therapists, occupational therapists, and social workers provide a different perspective on assessment decisions. They may be particularly helpful in designing accommodations related to their areas of specialty.

Case coordinators are responsible for the overall, day-to-day coordination of students' instructional programs. They should take the lead in communicating with all individuals involved in the assessment of students with disabilities. *This person may schedule meetings, ensure key persons have input into assessment decisions, and coordinate the actual administration of the assessments.*

Parents and students (if old enough) - should be informed partners in making decisions about student participation in the state assessment program and about the use of accommodations.

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More Roles and Responsibilities

Paraeducators assist special education teachers in implementing assessment decisions.

Related service providers such as speech therapists, physical therapists, occupational therapists, and social workers provide a different perspective on assessment decisions. They may be particularly helpful in designing accommodations related to their area of specialty.

Case coordinators are responsible for the day-to-day coordination of students' instructional programs. They should take lead in communicating with all individuals involved in the assessment of students with disabilities.

Parents and students (if old enough) - should be informed partners in making decisions about student participation in the state assessment program, and about the use of accommodati

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Logistics

Coordinating the Administration of the State Assessments

You might say: *"Once decisions have been made about participation and accommodations, the logistics of who does what, when, and where need to be mapped out. It is important to develop an implementation plan that specifies each thing that needs to be done to prepare for the MAP, who will be responsible for each task, and when each task will be completed. It is good to give each person involved a detailed list of their responsibilities. Someone in each school should take primary responsibility for ensuring that all the components of the plan are implemented in a timely manner."*

Evaluating the Planning and Assessment Process

You might say: *"After the assessments are over, it is important to evaluate what worked and what didn't in order to better prepare for future administrations of the MAP. Here's what you can do..."*

Use **OVERHEAD II** to talk about evaluation.

Overhead II

Evaluating the Planning and Assessment Process

Interview Students – Talk with students with disabilities who took the MAP subject area assessments to find out how they felt about the assessments. Did they feel prepared? What might have helped? What was particularly easy, hard, or confusing? Ask students how they felt about the accommodations they used. Encourage them to make suggestions for improvement.

Debrief as a Committee – Meet with all those involved in the assessment process to talk about how things went. Celebrate successes and rework rough spots. Note any changes needed in the process, and make plans for implementing those changes.

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Evaluating the Planning and Assessment Process

Interview Students - Talk with students with disabilities who took the MAP subject area assessments to find out how they felt about the assessments. Did they feel prepared? What might have helped? What was particularly easy, hard, or confusing? Ask students how they felt about the accommodations they used. Encourage them to make suggestions for improvement.

Debrief as a Committee - Meet with all those involved in the assessment proc to talk about how things went. Celebrate successes and rework rough spots. Note any changes needed in the process and make plans for implementi those changes.

OVERHEA

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Developing District Policy

You might say: *"District policy should be modified to address the inclusion of all students in the Missouri Assessment Program. Revised policies should be aligned with State Policy Guidelines regarding the assessment of students with disabilities and should cover the following."*

Use **OVERHEAD JJ** to show what should be included in district policy regarding the assessment of students with disabilities.

Overhead JJ

District policy should address....

- **The participation of all students, including those with disabilities, in district and state assessment programs**
- **The accommodation of diverse learner needs**
- **Procedures for accounting for all test takers, including those who participate in an alternate assessment**
- **Procedures for making and documenting decisions regarding the assessment of students with disabilities**
- **Plans for reporting test results to parents, teachers, and the public**
- **Plans for using assessment results that focus on instructional/curricular changes**
- **Plans for staff development, technical assistance, and information dissemination and exchange**

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District policy should address....

- The participation of all students, including those with disabilities, in district and state assessment programs
- The accommodation of diverse learner needs
- Procedures for accounting for all test takers, including those who participate in an alternate assessment
- Procedures for making and documenting decisions regarding the assessment of students with disabilities
- Plans for reporting test results to parents, teachers, and the public
- Plans for using assessment results that focus on instructional/curricular changes
- Plans for staff development, technical assistance, and information dissemination and exchange

OVERHEAD

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Finishing Up

Directions:

I If you used the Myth and Truth activity, then give participants time to review their answers.

II Tell them to correct any answers they now believe to be wrong, based on what they learned in the presentation.

III Use the Presenters' Key to review the correct answers, and to guide a brief discussion.

IV Get an idea of how many participants answered all the items correctly, how many missed two or less, etc.

V Take a moment to answer any questions that participants still have about the information included in the presentation.

VI You might suggest that a good exercise participants might try in their districts is to have school personnel generate a list of common concerns about including students with disabilities in the Missouri Assessment Program. They can then generate strategies that will help in addressing each concern.

Including Students with Disabilities in the Missouri Assessment Program

Handouts

Reference Guide for Handouts:

Resources/References ..... 2 pages

Creating an Inclusive Accountability System For Missouri Students ..... 6 pages

Adapted Criteria Districts can use to Evaluate their Guidelines for he Participation of Students with Disabilities in State Assessment ..... 1 page

Selecting Appropriate Accommodations ..... 4 pages

Checklist for Determining Whether an Accommodation is Appropriate for the Missouri Assessment Program Subject Area Assessments ..... 1 page

State List of Approved Accommodations for Students with Disabilities ..... 1 page

Questions IEP Teams Should Ask to Make Decisions about the Participation of Students with Disabilities in the Missouri Assessment Program ..... 5 pages

Distinguishing Myths from Truths ..... 1 page

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Resources/References

- The Show-Me Standards
- Sample item booklets (Samplers) for each of the grade levels and subject areas currently assessed (Communication Arts, Science, and Mathematics)
- The released mathematics items and anchor papers and scoring guides for grades 4, 8, and 10
- The Blueprint for the Missouri Assessment Program
- The Assessment Annotations for the Curriculum Frameworks (Science, Mathematics, and Communication Arts)
- The Examiners' Manual for the MAP subject area assessments

Available from the Assessment Section of the Missouri Department of Elementary and Secondary Education; P.O. Box 480; Jefferson City, Missouri; 65102 (1-800-845-3545). Web Site: http://services.dese.state.mo.us/divinstru.

- Creating an Inclusive Accountability System for Missouri Students: Guidelines for Including Students with Disabilities
- Questions and Answers about Testing Accommodations for Students with Disabilities, A Guide for Parents and Educators

Available from the Special Education Section of the Missouri Department of Elementary and Secondary Education; P.O. Box 480; Jefferson City, Missouri; 65102 (573-751-4909). Web Site: http://services.dese.state.mo.us/divspeced.

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DRAFT
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CREATING AN INCLUSIVE ACCOUNTABILITY SYSTEM FOR MISSOURI STUDENTS

Guidelines for Including Students with Disabilities

The Outstanding Schools Act of 1993

The Outstanding Schools Act (OSA) of 1993 set Missouri schools on a path of standards based reform. The Act required the Missouri State Board of Education to adopt challenging statewide performance standards for all students. The Act required that the standards be based upon a careful review of the knowledge and skills that are necessary for students to be successful in postsecondary education and in current and future job markets. The State Board adopted the Show-Me Standards in January of 1996. The 73 Show-Me Standards include 33 process standards that are grouped under four (4) broad goals and forty (40) knowledge standards that are grouped under six (6) content areas.

The Act also required the State Board of Education to adopt a statewide assessment system. The purpose of the assessment program is to determine the degree to which students are proficient in the knowledge and skills represented by the Show-Me Standards. Reports will provide teachers with information on how students do in different areas of the study. The results from the state assessment system will be used for building and district level accountability by assessing whether students are making progress toward meeting the Show-Me Standards.

1997 Reauthorization of the Individuals with Disabilities Education Act (IDEA)

The 1997 Reauthorization of IDEA was signed by President Clinton on June 4, 1997. The statutory language regarding the participation of students with disabilities in state and district assessment requires the following:

In general.---Children with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations, where necessary. As appropriate, the State or the local educational agency develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and district-wide assessment programs and develops and conducts the alternate assessment beginning no later than July 1, 2000.

Reports. ---The State educational agency is responsible to make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children, the following:

(1) The number of children with disabilities participating in regular assessments.

(2) The number of children with disabilities participating in alternative assessments.

(3) The performance of children with disabilities on regular assessments (beginning not later than July 1, 1998) and on alternate assessments (not later than July 1, 2000), if doing so would be statistically sound and would not result in the disclosure of performance results identifiable to individual children.

Data relating to the performance of children described in number 3 above shall be disaggregated for assessments conducted after July 1998, and for assessments conducted before July 1998 if the State is required to disaggregate such data prior to July 1998.

POLICY GUIDELINES FOR THE PARTICIPATION OF STUDENTS WITH DISABILITIES IN STATE ASSESSMENT PROGRAM

Participation Guidelines

All students with disabilities enrolled in the local school district should participate in the state assessment program either under standard testing conditions or with accommodations to the extent possible. Those students whose Individual Education Program (IEP) team determines cannot participate the Missouri Assessment Program (MAP)* even with appropriate accommodations will participate in an alternate state assessment that will be developed. It is anticipated that no more than 1-2% of the total student population being assessed will need an Alternate State Assessment (ASA).

*the MAP consists of performance assessments in the following content and grade levels

Subject	Grade
Math	4, 8, 10
Communication Arts	3, 7, 11
Science	3, 7, 10
Social Studies	4, 8, 11
Health/Physical Education	to be determined
Fine Arts	to be determined

1. Local school districts will account for all students enrolled in their school district at the time of the MAP administration. This accounting for all students is accomplished by reporting all enrolled students in one of the following categories:

    a. participating in the MAP or, if appropriate, a portion of the MAP under standard conditions;
    b. participating in MAP or, if appropriate, a portion of the MAP with accommodations that have been approved by DESE for the specific content area being assessed;

    c. participating in an Alternate State Assessment that will be developed by Spring 2000 for Missouri students and based upon the Show-Me Standards;

    d. not participating in MAP or the ASA due to one of the following reasons: prolonged illness, extended absence from school, or physician recommendation. The reason for nonparticipation must be documented.

2. As part of the IEP team discussion, parents must be informed about options for their child's participation in the MAP or ASA, and the implications for their child's exclusion from these assessments. Through these discussions, parents will be informed of the benefits to be gained by students with disabilities participating in standardized testing, i.e., accountability for district educational services, documentation of student progress, changes and/or improvement in curriculum and instruction, documentation of knowledge acquired by the student. Parents must also be informed of reporting policies regarding student achievement data.

3. The decision about a student's participation in the MAP is made by the student's IEP team and is documented in the IEP by indicating whether the student will participate in the MAP or the ASA.

    If the IEP team determines that the child will not participate in the MAP (or a part of such an assessment), this decision must be documented in the IEP by a statement that indicates why that assessment is not appropriate for the child and how the child will be assessed.

4. Decisions regarding participation will be made annually and based on the student's curriculum, current level of functioning, skills, and learning characteristics. Decisions cannot be based on program settings, category of disability or percentage of time in a particular placement or classroom.

Students must receive instruction in both the process and content standards of the Show-Me Standards to the extent appropriate, and IEP goals must be linked to the Show-Me Standards as appropriate.

Accommodation Guidelines

The purpose of an accommodation is to "level the playing field" -- to give students with a disability the opportunity to demonstrate what they know and can do, under the conditions they need to demonstrate their knowledge. Accommodations that may be considered by IEP teams are arranged in four (4) categories. These are changes in the (1) timing or scheduling, (2) method of administration, (3) method of response, and (4) location of test administration.

1. The IEP team discussion informs parents about accommodation options.

2. IEP teams use a decision making model that includes established criteria to make decisions about accommodations. Decisions regarding accommodations are based on the student's current skill level and learning characteristics. Accommodations used by the student in assessment should be those used routinely in the student's instructional program and classroom assessments.

3. For the state assessment program, the IEP teams will select appropriate accommodations from the list of approved accommodations for each content area performance assessment, i.e., mathematics, science, communication arts. The IEP team shall only consider accommodations that have been approved by the state for the specific content area performance assessment. Accommodations approved for each MAP subject area assessment are included in the Test Coordinator manual for each assessment. Accommodations are not the same for all MAP subject area assessments. IEP teams may request a consideration of other accommodations if necessary by contacting the Assessment Section at 1-800-845-3545.

4. A statement of any individual accommodation in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate must be documented in the IEP. Decisions regarding accommodations cannot be based upon a program setting, a category of disability or percent of time in a specific type of classroom.

Reporting Guidelines

Each year, the State will report the number and percentage of students with disabilities who participate in the Missouri Assessment Program. The state will also report the achievement level attained by students with disabilities on both

the MAP and Alternate State Assessments as required by the 1997 Reauthorization of IDEA. State level data on the MAP will be reported using the five (5) achievement levels of: Step 1, Progressing, Nearing Proficient, Proficient, Advanced.

The results of student performance on the MAP will provide norm referenced and standards referenced information. The MAP include a multiple choice section which is a standardized test with time limits. The performance of students who take this section with accommodations will not be reported as a norm referenced score.

Standards referenced reporting refers to reporting student achievement based upon the Show-Me Standards. Students who take the multiple choice section of the MAP with accommodations receive a standards based score. Their standards based score can be aggregated (along with their performance on the constructed response section and performance event) into the district and buildings achievement levels that report the performance for all students on the Show-Me Standards. Achievement of students with disabilities is measured and reported on the same five achievement levels (described above) developed for the MAP.

The performance scores of students with disabilities who receive their educational services in a district other than their district of residence will be aggregated into the report for their district of residence.

Monitoring Guidelines

The number and percentage of students with disabilities participating in the Missouri Assessment Program and the Alternate Assessment will be monitored by the Division of Special Education as part of the Missouri School Improvement Program (MSIP). The following rules will be used to calculate a district's rate of participation for students with disabilities in the Missouri Assessment Program.

a. all students with and without disabilities who receive instruction in a district sponsored educational program, who are residents of the district and who are at the appropriate grade or age for the grade being assessed shall be included in the divisor or denominator.

b. all students with disabilities who receive instruction in a district educational program, who are residents of the district and participate in the state assessment or a part of the state assessment under standardized conditions or with an accommodation shall be included in the numerator.

c. the result of dividing (b) into (a) will be the district's rate of participation by students with disabilities in the MAP.

The number of students with disabilities in the district who do not participate in either an Alternate Assessment or the MAP or a portion of the performance assessment will be identified each year.

Adapted Criteria Districts can use to Evaluate their Guidelines for the Participation of Students with Disabilities in State Assessment

(Based on Information from the National Center on Educational Outcomes)

1. Guidelines start from the premise that all students, including those with disabilities, are to participate in the accountability system, and to the maximum extent appropriate, in the regular assessment.

2. Decisions are made by people who know the student and understand the student's strengths and weaknesses.

3. Students' instructional goals, current levels of functioning, and learning characteristics are taken into account when making decisions about participation in the state assessment.

   - Decisions are not influenced by program setting, category of disability, or percentage of time in the regular classroom.
   - Students are included in any part of the test for which they receive any instruction, regardless of where the instruction occurs.

4. Only 1-2 percent of the district's student population are excluded from the regular assessment and identified as eligible for an alternative assessment.

5. Parents are informed of participation options and about the implications of their children not being included in a particular test or in the accountability system. They are encouraged to contribute to the decision-making process.

6. Decisions are written on students' IEPs, or on an additional form attached to the IEPs, and the reasons for the decisions are documented.

Selecting Appropriate Accommodations

Setting Accommodations (Location of Test Administration)

Setting accommodations are changes in the location or physical environment in which an assessment is administered.

Examples:

- Administering the MAP in a small group
- Administering the MAP individually
- Placing the student in a study carrel for testing
- Providing specialized lighting

Questions you might ask to determine if accommodations are needed in the setting in which the MAP subject area assessments are administered:

- Does the student have trouble concentrating in a group setting?
- Does the student have difficulty working independently?
- Does the student's behavior disrupt other students while they are working (e.g., talking, touching, excessive movement)?
- Does the student need frequent breaks during testing?
- Does the student need extended time to take the test, so that other students would be leaving the room while the student is still trying to concentrate?
- Does the student need directions repeated or read aloud, or parts of the test read aloud?
- Does the student need special equipment or lighting that might be difficult to provide in a regular test setting?
- Does the student need other accommodations that require the use of a separate or modified test setting?

Timing or Scheduling Accommodations

Timing and scheduling accommodations are changes in the duration, timing, or scheduling of an assessment. These changes can relate to how much time is allowed for an assessment, when it is administered, or how assessment time is organized.

Examples:

- Providing extra time for the student to complete all or part of the MAP subject area assessments
- Administering the MAP subject area assessments immediately after the student has taken medication that might affect test performance
- Providing frequent breaks during testing
- Changing the order of the administration to reflect students' individual learning characteristics

Timing or Scheduling Accommodations cont.

Questions you might ask to determine if accommodations are needed in the timing or scheduling of the MAP subject area assessments:

- Does the student require special equipment that takes extra time to use?
- Is the student using an accommodation that causes fatigue (e.g., magnifying equipment, earphones) so frequent rests are needed during the assessment?
- Does the student's disability involve difficulty in processing or producing written text, so more time is needed to read items and formulate responses?
- Does the student's disability cause difficulty in focusing attention or sitting for extended periods of time?
- Is the student on medication that might affect test performance, so the scheduling of the assessment needs to relate to the timing of the medication?
- Does the student need the parts of the MAP subject area assessments to be administered in a certain order to reduce frustration (e.g., sections that the student is most comfortable with first, or harder sections in the morning when the student is most alert)?
- Does the student need other accommodations that require changes in timing or scheduling?

Accommodations in Method of Administration or Presentation of Materials

Accommodations in method of administration or presentation of materials are changes in how an assessment is given to a student.

Examples:

- Reading written directions aloud or repeating directions more than once (with or without paraphrasing)
- Reading items to the student (without paraphrasing)
- Using larger print
- Including fewer items per page
- Providing a calculator (for those assessments that do not allow the use of a calculator in standard administration)
- Tape recording directions or items
- Providing magnification devises
- Including only the items appropriate for the student's instructional program

Questions you might ask to determine if accommodations are needed in method of administration or presentation of materials:

- Does the student have difficulty following oral or written instructions?
- Is the student able to read the test items?

- Does the student need changes in the procedure used to administer the assessment?
- Does the student need changes in the format of the assessment, or the way that it is laid out?
- Does the student need to use assistive devices?
- Does the student have other needs that require changes in this area?

Accommodations in Method of Administration or Presentation of Materials cont.

Accommodations in Method of Response

Response accommodations are changes in the way students are expected to respond to assessment materials. The primary reason for providing response accommodations is to compensate for physical and sensory disabilities that limit a student's ability to respond.

Examples:

- Allowing students to dictate responses to a scribe or into a tape recorder (only when responses are scribed exactly as dictated)
- Allowing students to mark directly in the test booklet, rather than on the answer sheet
- Allowing students to use a Brailler
- Allowing students to write responses on lined paper

Note: All responses must be converted to a scorable format before returning the test materials for scoring.

Questions you might ask to determine if response accommodations are needed:

- Can the student use paper/pencil to write short and extended responses?
- Can the student mark responses directly onto an answer sheet?
- Does the student need to use assistive devices to formulate responses?
- Does the student have other needs that require a change in method of response?

- **Out-of-Level Testing** refers to the practice of giving a student an assessment that is designed for students at a different grade level. Out-of-level testing will not be allowed for the MAP subject area assessments, since the assessments are used for accountability purposes. Testing out-of-level changes the meaning of assessment results because different content is assessed at different grade levels. Furthermore, the MAP subject area assessments are not available for every grade, making the effective use of out-of-level testing infeasible.

- **Motivational Accommodations** are those things done before and during an assessment to encourage a student to begin or keep working. These include prompting a student to get started or keep working, refocusing a student's attention on the assessment items, and encouraging a student to go on to another item. Motivational accommodations are acceptable for the MAP subject area assessments, but like other accommodations need to be agreed upon by the IEP team and documented in the IEP. Older students who need these types of accommodations can also benefit from training in self-monitoring or self-regulation techniques.

Checklist for Determining Whether an Accommodation is Appropriate for the Missouri Assessment Program Subject Area Assessments

Use this checklist to determine if an accommodation that is not on the state's approved list might be appropriate for use on the MAP subject area assessments. If the accommodation meets each of the following criteria, then the IEP team should call the Assessment Section of the Department of Elementary and Secondary Education (1-800-845-3545) for final approval.

- ☐ The accommodation does not change what is tested.
- ☐ The accommodation does not threaten the integrity (change the purpose) of the subject area assessment.
- ☐ The accommodation is needed to lessen the impact of the disability on test performance and not to artificially raise the student's scores.
- ☐ The accommodation does not give the student an unfair advantage over other students.
- ☐ The accommodation does not threaten test security.

State List of Approved Accommodations for Students with Disabilities

(From Examiner's Manual for the MAP Subject Area Assessments)

Administration Accommodations

01 Braille edition of assessment
02 Large-print edition of assessment
03 Use of magnifying equipment
04 Oral reading of assessment
05 Signing of assessment
07 With student using amplification equipment (e.g., hearing aid or auditory trainer)
08 Audiotaped administration of assessment
09 Use of assistive device
10 Using visual aids
11 Other

Timing Accommodations

20 Extended time allotted for Session 3
23 Administer test using more than three testing periods

Response Accommodations

(Note: Any use of an alternative response must be converted to a scorable answer sheet.)

30 Use of typewriter for responding
31 Use of computer/word processor for responding
32 Pointing to response
33 Giving response orally
34 Giving response in sign language
35 Dictation to a scribe
36 Student-taped response
37 Use of a Brailler
38 Use of communication device
39 Calculator
40 Abacus
41 Arithmetic tables
42 Graph paper
44 Other

Setting Accommodations (Location of Test Administration)

50 Testing individually
51 Testing with small group
53 With teacher facing student (hearing impaired)
54 Other

Questions IEP Teams Should Ask to Make Decisions about the Participation of Students with Disabilities in the Missouri Assessment Program

Exploring the Present and Future:

- √ Has the team reviewed the state and district policy guidelines regarding the participation of students with disabilities in the state assessment program and the use of accommodations on the state assessments?
- √ Is the team familiar with the legal and ethical reasons for including a student with disabilities in state assessments?
- √ Do team members understand the options for including students with disabilities in the Missouri Assessment Program?
- √ Do IEP team members have access to information from the Department of Elementary and Secondary Education about the Missouri Assessment Program (e.g., MAP sample and released items, Assessment Annotations for the Curriculum Frameworks, MAP Examiners' Manual)?
- √ Has the IEP team reviewed the MAP sample or released items for the appropriate grade level and subject area(s), as well as the administration procedures for the test?
- √ Has someone on the IEP team had experience with the administration of the MAP subject area assessments?
- √ Is the team familiar with the types of accommodations that are available and appropriate for MAP subject area assessments?*
- √ Is the IEP team knowledgeable about the development of the state alternate assessment and the function it will serve?
- √ Do IEP team members have access to, and are they familiar with, the student's IEP goals and objectives, as well as the district's general education curriculum guides?

√ Has the IEP team determined what content area instruction the student is receiving and how that relates to the content evaluated by the MAP subject area assessments?*

√ Has the team discussed the long-range hopes, dreams, and goals for the student?

√ *Has the team discussed the individual learning characteristics and needs of the student?

√ Has the team discussed the student's specific disability and how it might impact on test administration?

√ *Has the team identified the types of accommodations that the student uses routinely in instruction and on classroom tests?

√ Has the team determined if the child participated in past district- or state-wide assessments? If the child did not participate, why not? If the child did participate, but with accommodations, what types of accommodations were used, and why?

√ *Have parents been informed about the reasons for including their child in the state assessment program, options for their child's participation, options for accommodations, and the implications if their child were excluded from the Missouri Assessment Program subject area assessments?

- √ *Has the team used a sound decision-making model to make decisions about how a student will participate in the state assessments?
- √ Do decisions regarding how the student will participate in the MAP clearly relate to the long range goals, hopes, and dreams for the student?
- √ *Are the decisions about the subject area assessments in which the student will participate based on the content of the student's instruction?
- √ *Has the IEP team considered the student's current skill level and individual learning characteristics in making decisions about participation and accommodations?
- √ Has the team sought input from related service providers (e.g., physical therapists, occupational therapists, etc.) as necessary to make good decisions regarding accommodations for the MAP?
- √ *Are selected accommodations for the MAP based on the kinds of accommodations used routinely in the student's instruction and on classroom tests?
- √ Did the IEP team use a systematic process to determine which of the accommodations used regularly in classroom instruction are appropriate for use on the MAP subject area assessments?
- √ *Are the accommodations selected by the IEP team on the approved list in the MAP Examiners' Manual for the subject areas where they will be used, or has the team received permission from DESE to use the selected accommodations?
- √ If the student will not participate in the state assessment until the alternate assessment is developed, has the IEP team considered interim methods by which the student might be assessed?
- √ *Have all decisions about participation and accommodations and the reasons for these decisions been documented in the IEP?
- √ *Are the student's IEP goals related to the Show-Me Standards so the student receives instruction both the processes and content that are covered by the state assessments as appropriate?
- √ *If the student will not participate in any part of the state assessment due to prolonged illness, extended absence from school, or physician recommendation, have the reasons for nonparticipation been documented in the IEP?

√ What kinds of activities should occur throughout the year to prepare the student to participate in the Missouri Assessment Program?

√ How will the student be given continued experience with any accommodations the IEP team has identified as necessary for successful participation in the MAP subject area assessments?

√ Has an implementation plan been developed to prepare the student to participate in the MAP, and does this plan specify the activities to occur, the individual(s) responsible for each activity, and the timelines for their completion?

√ Does the implementation plan ensure that any identified accommodations for the student will be effectively implemented during the administration of the assessment?

√ If the student will not participate in the MAP subject area assessments, has a plan been developed for the student to participate in another form of assessment until the state's alternate is developed?

Scheduling Communications:

- √ Has someone in the school been identified to disseminate and oversee the implementation plan?
- √ Is there a procedure in place to communicate all plans regarding the assessment of the student to everyone involved in the process?
- √ Is there a method in place for systematically evaluating the effectiveness of the implementation plan?
- √ Do all those involved with the student's instruction and assessment understand how scores will be reported and used?
- √ *Have parents been informed about reporting policies regarding student achievement data?
- √ Does the student (if old enough) understand the accommodations he/she will be using and why those accommodations were selected?
- √ Are general educators in the district aware of the types of accommodations being used on the MAP subject area assessments and the purpose of these accommodations?
- √ Has the team discussed possible issues that parents and staff may have with the inclusion of students with disabilities in state assessments and the use of accommodations, as well as how those issues might be resolved?
- √ Has a procedure been established for reporting and interpreting student assessment results to parents and students?

Distinguishing Myths from Truths

Place an "M" in front of the statements that you believe to be myths and a "T" in front of the statements you believe to be true.

_____ 1. A student's instructional goals are a primary factor to consider in determining whether a student with disabilities should participate in the regular Missouri Assessment Program subject area assessments.

_____ 2. Most instructional accommodations, used in the classroom, are not appropriate for the state test.

_____3. The purpose of accommodations is to avoid measuring a student's disabilities and to allow for a valid measure of a student's knowledge and skills.

_____4. Out-of-level testing is appropriate for state tests used for accountability purposes.

_____5. The standards-based scores of students who use accommodations on the MAP can be integrated with the scores of other students.

_____6. Decision makers don't need to understand the purpose of the Missouri Assessment Program or be familiar with the kinds of items included on the subject area tests to make good decisions about participation or the use of accommodations.

Adapted from Thurlow, Elliott, and Ysseldyke's book: *Testing Students with Disabilities: Practical Strategies for Complying with District and State Requirements*

Including Students with Disabilities in the Missouri Assessment Program

Activities

The following activities can be used to supplement or replace portions of the presentation materials. Presenters may select any activities they wish to use, or they may choose to present the content of their script without engaging participants in any of these activities.

Optional Activities to Use as Part of the Training Session

Activities

Identifying Issues

Activity 1

Time: *30-45 minutes*
Materials:
1. Chart Paper
2. Markers

Directions:

1. Ask participants to brainstorm issues that school staff and parents might have with the inclusion of students with disabilities in the Missouri Assessment Program and with the use of accommodations for the MAP.
2. Write each identified issue on the board or on a large piece of chart paper and have participants rate the importance of each issue on a scale of 1-5.
3. Ask participants to divide into groups and assign each group a number of the identified issues, making sure that all of the issues identified as most important (rated 3-5) have been assigned.
4. Each group should then work to identify strategies for addressing their issues.
5. Groups should share their identified strategies with the other participants.

Knowing What You Need to Know

Activity 2

Time: *20-30 minutes*
Materials:
1. Chart Paper
2. Markers
3. Information Packets

Directions:

1. Ask participants to work in small groups to identify all the information that IEP team members need to make good decisions about participation in the state assessment program and the use of accommodations.
2. Each group should specify where needed information might be obtained and how it can most effectively be shared with IEP team members.
3. Groups might write their responses on a piece of chart paper and share them with the other participants.

Activities

Analyzing the MAP

Activity 3

Directions:

1. Ask participants to work in small groups to review released items or sample items from the MAP.
2. Each group should review the items and try to determine the types of demands they place on students, as well as the types of accommodations that might be required for students with disabilities.
3. They should share their observations with the other groups.

Time: *20 minutes*
Materials:
1. Released Mathematics Items From All Grade Levels (at least 5 copies of each grade level) or Sample Item Booklets

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Role Play - Why Include Students With Disabilities in the MAP?

Activity 4

Directions:

Time: *15-20 minutes*

Materials: (Option 1)
1. Participants' Information Packets

OPTION 1

1. Have each participant choose a partner.
2. One partner should assume the role of parent, while the other takes the role of the facilitator of an IEP meeting.
3. Both partners should review the reasons for including students with disabilities in a state assessment program provided in their information packets. The facilitator should then explain these reasons to the "parent", responding to the "parent's" questions.

OPTION 2

Materials: (Option 2)
1. Participants' Information Packets
2. Chart Paper
3. Markers

1. Divide participants into four groups.
2. Each group should assume a different perspective in answering the question: "Why should we include a student with disabilities in the Missouri Assessment Program?"
3. One of the following perspectives should be taken by each group: parents, administrators, general education teachers, and special education teachers.
4. Each group should record its responses on a piece of chart paper and present to the other groups.
5. In large group discussion, compare and contrast the four perspectives.

Activities

Determining Appropriate Accommodations

Activity 5

Directions:

1. Divide participants into groups of 4-5 and assign each group one of the four types of accommodations.
2. Ask each group to list on their chart paper as many examples as possible of their assigned type of accommodation. They may use the examples provided in their information packets to stimulate their thinking.
3. Allow about 15 minutes for small group discussion.
4. Ask the groups to use their checklists to determine the appropriateness of the accommodations they have listed for use in the MAP.
5. Have groups compare their lists to the state's approved list.
6. Ask groups to develop a separate list of any accommodations they identified that are not on the state's approved list, but that they feel are appropriate for the MAP.
7. Bring groups back together to discuss any accommodations that are not on the state's approved list.
8. Each group should provide a rationale for the use of these accommodations based on the checklist.

Time: *30 minutes*
Materials:
1. Handouts:
   a. *Checklist for Determining Appropriate Accommodations*
   b. *State's Approved Accommodation List*
2. Chart Paper
3. Markers

Case Studies

Activity 6

NOTE:

This activity may be done as a stand-alone activity, or as a pre-cursor to Activity 7: "Developing an Implementation Plan."

Directions:

1. Divide participants into groups of 4-5.
2. Randomly assign a case study to each group *(more than one group may use the same case study if necessary)*.
3. Direct each group to determine how the student described in their case study should participate in the state assessment program and what, if any, accommodations are needed.
4. Groups should use their handouts (Checklist and State's Approved List) to determine the appropriateness of any accommodations they have selected.
5. Ask each group to record their decisions and the rationale for those decisions to share in a large group discussion.

Time: *30 minutes*
Materials:
Handouts:
   a. Case Studies
   b. *Checklist for Determining Appropriate Accommodations*
   c. *State's Approved Accommodation List*

Activities

Developing an Implementation Plan — Activity 7

NOTE: *Participants must have completed Activity 6: "Case Studies" in order to complete this activity.*

Time: *30-45 minutes*
Materials:
1. Case Studies From Activity 6
2. Blank Transparencies and Markers
3. Overhead Projector and Screen

OR

4. Chart Paper
5. Markers for Each Group

Directions:

1. Participants should remain in the small groups they worked with for Activity 6.
2. Ask each group to assume the role of the IEP team that is responsible for making state assessment decisions for the student described in their case study.
3. Each group should sketch out on an overhead transparency or on chart paper an implementation plan for carrying out the team's decisions about participation and accommodation.
4. Bring groups together to present their implementation plans.

Discussion Questions:

Discuss the following questions for each plan as a large group:

- What activities are included in the plan to prepare the student for participation in the state assessment?
- How does the plan specify roles, responsibilities, and timelines?
- How does the plan ensure that accommodations will be implemented effectively?
- How will the plan be communicated to those responsible for its implementation?

Discussion Question — Activity 8

Time: *10-15 minutes*

Directions:

Facilitate group discussion about the following question:

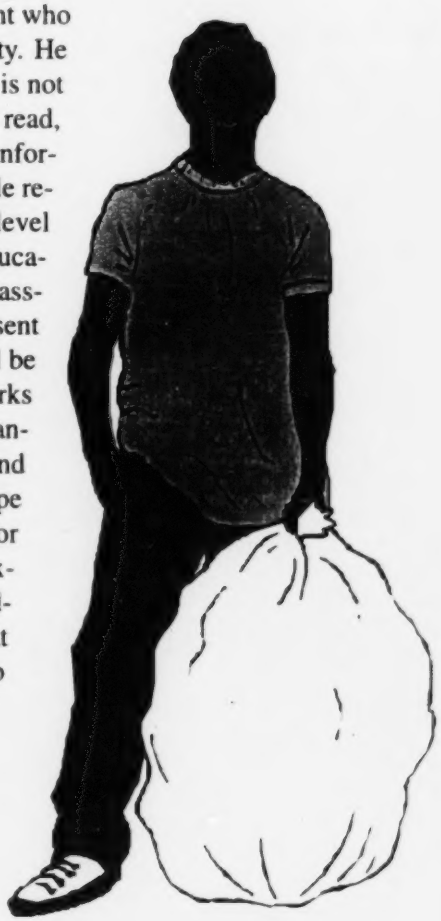
√ "What is the best way to communicate state assessment results for students with disabilities to parents, students, school staff, and the public?"

"Kara"

Kara is a fourth grade student who has a significant hearing impairment. She is able to sign fluently and uses some verbal communication. In addition, Kara has severe behavior problems for which she takes regular medication. Even with medication, she is occasionally physically violent toward classmates. She spends most of the day in the general education classroom, except when she requires "time out.' Kara receives content instruction at grade level in all content areas. An interpreter assists her in the classroom by signing for her, although she is able to follow much of her teacher's instruction with the use of an amplification device. Kara's special education teacher works closely with her general classroom teacher to address her behavior problems.

"Kyle"

Kyle is a seventh grade student who has a severe learning disability. He has dif-ficulty tracking and is not able to write legibly. He is able to read, but is easily confused if too much information is presented on a page. Kyle receives content instruction at grade level in all subject areas. His special education teacher assists his general classroom teachers by helping them present written materials in a way that will be easier for him to process. Kyle works with an aide who transcribes his answers to classroom assignments and tests for him. At home, he uses a tape recorder to record his homework for his teachers. Kyle's IEP has exempted him from formal standardized testing in the past, stating that it would be inappropriate for him to participate in such testing.



Case Study
"Julia"

"Julia"

Julia is an 11th grade student who has a visual impairment. She is able to read with the use of a magnifier; however, her eyes tire easily so reading is very time consuming for her. She is also able to read Braille text. Although Julia is not able to write, she is able to use a Brailler or a tape recorder to complete her assignments and classroom tests. Julia's teachers have not always encouraged her to use a Brailler because it is difficult to locate someone who can read Braille text to evaluate her work. Julia spends the majority of her time in the general classroom and receives content instruction in all subject areas. The special education teachers at Julia's school assist her general curriculum teachers by ensuring that Julia has access to Braille texts or tape-recorded texts, or that someone is available to read to her if necessary. Julia has not participated in standardized testing prior to this school year.

Including Students with Disabilities in the Missouri Assessment Program

Information Packet

Including Students with
Disabilities
in the
Missouri Assessment
Program

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Missouri is moving toward an inclusive state assessment program. Beginning in the 1999-2000 school year, each district will be accountable for the assessment of all students enrolled in the district, including those receiving special education services, regardless of disability type or severity. All students will participate in either the Missouri Assessment Program (MAP) assessments developed for specific content areas or an alternate assessment. The goal of this packet is to share information that will help you understand and implement the new state requirements regarding the inclusion of students with disabilities in the Missouri Assessment Program.

Reasons for Including Students with Disabilities in a State Assessment Program

There are both legal and ethical reasons for including students with disabilities in a state assessment program. A good understanding of these reasons lays the foundation for accepting and implementing changes in practice and policy.

Including students with disabilities in a state assessment program:

- **Helps to ensure they have the same opportunities as other students to benefit from educational reforms** - *More and more, reforms in education are driven by accountability systems that are based on state assessments. When students with disabilities are not included in the accountability systems on which reforms are based, their needs are less likely to be considered.*
- **Helps to ensure their needs are reflected in decisions regarding curriculum and instruction** - *Changes in curriculum and instruction are often influenced by assessment results. Including students with disabilities in statewide assessments helps to ensure that their needs are addressed when change occurs. This is particularly important since more and more students with disabilities are now being included in the general education curriculum.*
- **Provides an avenue for monitoring and evaluating special education programs** – *Educators can use assessment results to help determine if special education services are producing their intended results.*
- **Provides a way to monitor progress in meeting the Show-Me Standards** - *Including students with disabilities in the MAP helps to ensure that they, like their fellow students, are receiving instruction in the areas that Missouri educators have identified as most important to student success.*
- **Provides experience with group testing** – *Tests are part of our lives, and all students, especially those with disabilities, should have experience with them, as well as instruction in test-taking skills, as part of their public education.*
- **Improves the accuracy of the picture of education provided by state assessment** – *State assessment results are used to evaluate districts' educational programs. When districts are allowed to exclude students from state assessment, it is difficult to determine whether they are effectively meeting the needs of all students, or just those participating in the assessment program.*
- **Helps to avoid increased referral to special education** - *Studies have shown that if the stakes are increased on assessments that allow educators to exclude students with disabilities, then higher numbers of students will be identified as disabled.*

Related Legislation and Policy Directives

A number of federal and state laws have been enacted that call for higher standards of learning for all students, accountability for student learning, and the development of better assessments to measure the progress made in improving education. This legislation lays the foundation for the requirement that every student be accounted for in Missouri's state assessment program.

Section 504 of the Rehabilitation Act of 1973 lays the foundation for including students with disabilities in state assessment by prohibiting their exclusion from and discrimination against in Federally-assisted programs or activities. Given the potential benefits of including students with disabilities in state assessment, their exclusion clearly violates the intent of Section 504.

Goals 2000: Educate America Act (Public Law 103-227) encourages the establishment of high standards of learning for all students, and the use of better assessments to evaluate student progress toward meeting these standards. *Goals 2000,* which was signed on March 31, 1994, provides states with funds for school reform. It is very clear in its definition of "all students," and in the requirement that students with disabilities be considered in all aspects of educational reform.

Improving America's Schools Act (IASA)(Public Law 103-382) works with Goals 2000 in encouraging the establishment of high standards of learning by promoting school wide reform that provides opportunities for all students to achieve at the highest levels of performance. This act, which is the revised Elementary and Secondary Education Act, was also signed into law in 1994. IASA authorizes funding for Title I programs that provide students with extra help with reading and math. IASA money is for all students, including those with disabilities.

Individuals with Disabilities Education Act (IDEA)(Public Law 105-17) provides federal funds to assist states and schools in making a free and appropriate education available to all students identified as having a disability. This act provides clear direction for including students with disabilities in state assessment programs.

With regard to state assessment programs, IDEA requires that:

- States establish goals and standards for the performance of students with disabilities that, to the maximum extent appropriate, are consistent with the goals and standards established for all children in the state
- States establish performance indicators that can be used to assess student progress toward meeting those goals and standards
- Children with disabilities be included in state- and district-wide assessment programs, with appropriate accommodations provided as necessary
- States develop guidelines that allow children with disabilities who cannot participate in the regular assessment program to participate in an alternate assessment
- States develop and begin to conduct alternate assessments for students who cannot participate in the regular assessment program by no later than July 1, 2000
- States report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of nondisabled students
- The IEPs of all students with disabilities specify how the child will be assessed (regular or alternate assessment), the reasons for this decision, and the accommodations needed

The Outstanding Schools Act of 1993 requires that standards be established to specify what all students should know and be able to do, and that a statewide assessment system be adopted to measure students' proficiency in the knowledge and skills represented by the identified standards. The Show-Me Standards and Missouri Assessment Program (MAP), developed in response to these requirements, define and measure what Missouri educators, parents, and business people believe are essential skills needed for students to be competitive in the 21st Century.

Fall 1997, State Board Policy Amendments clearly specify that all students, including those with disabilities, shall be included in the state's assessment program, and that each district shall have a written plan for ensuring that all students are adequately accounted for.

State Policy Guidelines are being developed to help schools meet the intent of the law. These guidelines specify that all students with disabilities enrolled in a local school district should participate in the MAP subject area assessments, either under standard conditions or with accommodations, to the maximum extent possible. Those students who cannot participate in the MAP subject area assessments even with accommodations will participate in an alternate assessment that will be developed and implemented by the year 2000.

Understanding the Missouri Assessment Program (MAP)

The Missouri Assessment Program (MAP) will have two components – the subject area assessments that will be administered to most of the students in the state, and the alternate assessment that will be administered to the small number of students with disabilities who cannot take the subject area assessments even with accommodations. Because the intent of the law and state policy is that as many students as possible should be included in the regular subject area assessments, all individuals involved in making decisions about students with disabilities should have a good understanding of both components of the MAP. It is the responsibility of the IEP team to decide which part of the MAP a child will participate in, and what accommodations will best promote successful participation.

Information IEP Team Members Need to Know about the MAP to Make Informed Decisions Regarding the Assessment of Students with Disabilities

Everyone involved in making decisions about students with disabilities should know:

- The purpose of the MAP subject area assessments and alternate assessment
- The areas and grade levels assessed
- How the assessments are administered
- The nature of the items in each part of the subject area assessments and in the alternate assessment
- How students' scores are developed and used

Purposes of the Missouri Assessment Program

The Missouri Assessment Program will be used to gather information about Missouri's students, schools, and educational programs. Specifically, the MAP is intended to serve these purposes:

- Evaluate student proficiency in the knowledge, skills, and competencies represented by the Show-Me Standards

- Evaluate what students know and how effectively they integrate and apply their knowledge in performing tasks that have importance both in and beyond the classroom
- Stimulate educational improvement and reform
- Assist educators in evaluating curriculum and instruction
- Model effective assessment practices

Content Areas Covered by the MAP Assessments and Timeline for Their Implementation

The MAP is being developed in stages, with separate subject area assessments becoming available each year. In 1996-97, only the mathematics assessment was available and districts administered it on a voluntary basis. In 1997-98, math was mandatory, and science and communication arts were available for voluntary administration. Other subject area assessments, as well as the alternate assessment, will be implemented each year. The whole assessment program will be completed, and its administration required for all districts by spring of the year 2001.

Timeline for Phasing in the MAP Assessments

Subject Area	Voluntary District Use	Mandatory District Use
Mathematics	**Spring 1997**	**Spring 1998**
Communication Arts	**Spring 1998**	**Spring 1999**
Science	**Spring 1998**	**Spring 1999**
Social Studies	**Spring 1999**	**Spring 2000**
Alternate Assessment	**Spring 1999**	**Spring 2000**
Health/Physical Education	**Spring 2000**	**Spring 2001**
Fine Arts	**Spring 2000**	**Spring 2001**

Grade Levels Assessed

Different subject area assessments will be required at different grade levels. This chart shows the subjects that will be assessed at each grade level where the MAP subject area assessments are given. The chart shows only the grades that will be assessed in the areas of science, communication arts, social studies, and mathematics. No decision has been made about the grades that will be assessed in the areas of health/physical education and fine arts, or with the alternate assessment. However, fine arts and health/physical education will probably be assessed at only two grade levels, rather than three.

Grades/Subject Areas Assessed

Grade	Subject Area Assessments
Grade 3	Science/Communication Arts
Grade 4	Mathematics/Social Studies
Grade 7	Science/Communication Arts
Grade 8	Mathematics/Social Studies
Grade 10	Mathematics/Science
Grade 11	Communication Arts/Social Studies

Administration of the MAP Subject Area Assessments

The MAP subject area assessments are designed to be administered annually, in the spring, by teachers in the classroom. Districts have some leeway in arranging the test setting and schedule to meet their needs. Administration of each subject area assessment requires about three hours. Districts are encouraged to spread the administration of each subject area assessment over two to three days.

Description of the MAP Subject Area Assessments

Each subject area assessment has three parts – a multiple-choice section, a constructed-response section, and a performance event.

1. **Multiple-Choice Section /*Terra Nova Survey*** – Multiple-choice items present a question followed by four or five response options, one of which is correct. Students are expected to choose the one correct response from among the options. Missouri has adopted the *Terra Nova Survey* as the multiple-choice component of the MAP for the core subject areas. The *Terra Nova Survey* is a standardized, norm-referenced, test that was developed by CTB McGraw Hill for use on a nationwide basis. The use of the *Terra Nova Survey* will allow Missouri educators to compare the test performance of their students to the performance of students nationwide.

2. **Constructed-Response Section** – Constructed-response items require students to supply (rather than select) an appropriate response to a question. In addition to measuring students' content knowledge, constructed-response items can also provide information about how students arrive at their answers. Students are typically asked to show their work and may receive partial credit for a response. The format of the MAP constructed-response items varies among the different subject area assessments. However, constructed-response items within a subject area often follow some type of theme.

   - **Communication Arts** – Students read selections (e.g., stories, poems, or articles), then respond to open-ended questions about these selections. Students are allowed to look back at the text in order to formulate their answers.

   - **Science** – Students solve science-related problems, or respond to questions that require a short answer.

- **Mathematics** – Students solve a series of related mathematics problems.

3. **The Performance Event** – Performance events require students to formulate an extended response to a problem or a prompt. One performance event is included in each subject area assessment. The advantages of these items are that they provide insight into students' ability to apply their knowledge to the types of situations encountered in everyday life; they allow for partial credit; and they require students to demonstrate their thinking. Performance events typically allow students to arrive at the correct answer in more than one way.

    - **Communication Arts** – Students demonstrate their writing proficiency by developing an extended response to a prompt. Their work is scored holistically, using a four-point scale.

    - **Science** – Students work through a complex task that requires them to apply their knowledge of science content and principles.

    - **Mathematics** – Students solve complex, multi-step math problems related to the types of experiences they encounter in everyday life.

At all grade levels, students write their responses to the constructed-response items and performance events directly in the test booklets. At the primary level, students also mark their responses to the multiple-choice items in the test booklets. Students in the upper grades use a separate machine-scorable answer sheet for the multiple-choice items.

Only the multiple-choice section of the MAP subject area assessments is timed. Estimated time guidelines are provided in the examiner's manual for other parts of the assessment; however, the manual indicates that more time can be given to any student who needs it. Some of the MAP items require the use of manipulatives. These are provided with the examiner's materials.

The Development and Use of MAP Subject Area Assessment Scores

Types of Scores - Norm Referenced / Standards Referenced

Norm-referenced scores will be reported for the *Terra Nova* or the multiple-choice section of the MAP at the individual student and district levels. Norm-referenced scores allow the test performance of Missouri students to be compared to the performance of students nationwide. Standards-referenced scores will be provided for each student, classroom, school, and district. Standards-referenced scores allow Missouri educators to evaluate student achievement in relation to the Show-Me Standards. Students' scores on the multiple-choice items that relate to the Show-Me Standards are combined with their scores on the other parts of the MAP subject area assessments to produce the standards-referenced scores. A student must attempt all three parts of a subject area assessment to receive a score report for that subject.

Standards-Referenced Achievement Levels

To help parents and educators better understand standards-referenced scores, DESE has established achievement levels that describe student performance in relation to the Show-Me Standards. These achievement levels are: Step 1 / Progressing / Nearing Proficient / Proficient / Advanced. Student performance on each of the subject area tests will be reported in relation to these achievement levels.

Scores for Students with Disabilities

Students with disabilities who participate in the MAP subject area assessments under standard conditions (with no accommodations) will receive valid norm-referenced scores for the *Terra Nova* for each subject area, as well as standards-referenced scores for their overall performance in

relation to the Show-Me Standards. If accommodations are used on the *Terra Nova*, then norm-referenced scores are invalidated. However, students who use accommodations will receive valid information about their performance in relation to the Show-Me Standards, and standards-referenced scores for these students will be aggregated with those of other students to describe classroom, building, and district performance. The scores of students with disabilities who receive their educational services in a district other than their district of residence will be aggregated into the report for their district of residence or home district.

State Policy Guidelines specify that the number and percentage of students with disabilities participating in the MAP will be monitored by the Division of Special Education as part of the Missouri School Improvement Program (MSIP).

Development of the MAP Alternate Assessment

Missouri is developing an alternate assessment for use with the small number of students who cannot participate in the MAP subject area assessments even with accommodations. It is expected that no more than one or two percent of all the students in a district will require an alternate assessment. Regional meetings were held around the state in the spring of 1998 to discuss the alternate assessment and to get input into its development. Participants in these meetings included representatives from school districts, state schools, private agencies, and parent groups.

Tentative Timeline for the Development of the Alternate Assessment

March 1998: First State Committee Meeting

April - May 1998: Regional Meetings

June 1998: Second State Committee Meeting

Summer 1998: Development of a Prototype for Field Test

Fall 1998: Field Test

Spring 1999: First Voluntary Administration of the Alternate Assessment

Spring 2000: First Required Administration of the Alternate Assessment

July 2000: First Required Reporting of Results

Reporting

State Policy Guidelines specify that local school districts will account for all students enrolled in the school district at the time of the state assessment. All enrolled students will be reported in one of the following categories.

Reporting Categories

- participating in the regular MAP subject area assessments, or if appropriate, a portion of the regular MAP subject area assessments, under standard conditions
- participating in the regular MAP subject area assessments, or if appropriate, a portion of the regular MAP subject area assessments, with accommodations that have been approved by DESE for the specific content areas assessed
- participating in an alternate state assessment (based on the Show-Me Standards) that will be available for Missouri students by Spring 2000

- not participating in either the regular MAP subject area assessments or the alternate state assessment due to one of the following reasons: prolonged illness, extended absence from school, or physician recommendation. (The reason for nonparticipation must be documented in the reporting forms and IEP.)

State Policy Guidelines specify that each year the state will report the number and percent of students with disabilities who participate in the MAP. In the future, the state will also report the achievement levels attained by students with disabilities on both the MAP subject area assessments and the alternate assessment as required by the 1997 Reauthorization of IDEA.

The performance of students with disabilities on regular assessments will be reported beginning no later than July 1, 1998, and on the alternate assessment beginning no later than July 1, 2000, if doing so will be statistically sound and not result in the disclosure of personally identifiable information.

Making Decisions about Participation and Accommodations

Alternatives for Including Students with Disabilities in the State Assessment Program

State Policy Guidelines require that decisions regarding participation and accommodations be made annually, based on a student's instructional goals, curriculum, current level of functioning, skills, and learning characteristics. There are several alternatives for including students with disabilities in the state assessment program.

Participation in the MAP Subject Area Assessments without Accommodations

Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments under the same conditions as other students. They would not use accommodations, so there would be no modifications in testing procedures.

Participation in the MAP Subject Area Assessments with Accommodations

Students with disabilities for whom this option is appropriate would participate in the MAP subject area assessments, but accommodations or modifications in testing procedures would be made to prevent their disabilities from interfering with their test performance.

Participation in the Alternate Assessment

A very small number of students with significant disabilities will not be able to participate in the MAP subject area assessments even with accommodations. These students will participate in the alternate assessment, once it is developed. The alternate assessment will provide students with a different way to demonstrate their learning. It will allow all students to participate in the accountability system, regardless of the severity of their disability.

Only one to two percent of all the students in a district, including students with severe cognitive disabilities that reside in the district but receive services in settings outside the district, should require an alternate assessment. All other students should participate in the MAP subject area assessments either with or without accommodations.

Making Decisions about Participation

The first consideration in determining how a student should participate in the state assessment program is the goals of that student's instruction. When making participation decisions an IEP team should ask the following questions:

Is the student working toward the same instructional goals as other students?

Students with disabilities are working toward the same instructional goals as other students if their goals will prepare them for typical work, school, and life experiences. Students who fall into this category are participating in the general education curriculum, and will generally participate in all or most of the MAP subject area assessments. These students may require some accommodations in testing procedures.

Is the student working toward modified instructional goals?

Students are working toward modified instructional goals if attainment of these goals will generally prepare them to participate in typical life experiences, but modifications have been made in curriculum or instruction to support the realization of these goals. Students who fall into this category are participating in general education curriculum, and should take the MAP subject area assessments for which they are receiving content instruction. These students will probably require accommodations in testing procedures.

If the student is working toward the same instructional goals as other students, or toward modified instructional goals, in which subject area assessments should he/she participate?

Students should participate in any subject area assessments for which they are receiving content instruction. The set of publications, "Assessment Annotations for the Curriculum Frameworks," available from the Curriculum Services Section of DESE, can help determine if a student's instruction has included any of the content assessed by a subject area test.

Is the student working toward different instructional goals than other students?

Students are working toward different instructional goals than other students if their instructional goals are primarily functional in nature and relate mostly to self-care and life skills. Students working toward functional goals will generally participate in the alternate assessment when it is available, and until that time may not participate in the state assessment program. Students working toward functional goals may participate in some of the MAP subject area assessments, if the content is relevant.

Key Points to Consider in Making Participation Decisions

- Decision-makers should start from the premise that all students, including those with disabilities, will participate in the state assessment program, and to the greatest extent possible in the MAP subject area assessments.
- Any decisions regarding participation in the state assessment program must be made by a student's IEP team, and documented in the IEP along with the reasons for those decisions.
- Decisions about how a student should participate in the MAP should be based on the goals and content of that student's instruction.
- A student with disabilities should participate in all MAP subject area assessments that are instructionally relevant for that student. Decisions must be made independently for each subject area.
- Decisions about participation should never be based on program setting, category of disability, or percent of time in the regular classroom. A student should be included in any MAP subject area assessment for which that student receives instruction, regardless of where that instruction occurs.

- Students should not be exempted from any part of the MAP subject area assessments simply because they are not expected to do well.
- Districts should develop guidelines to direct decisions regarding the participation of students with disabilities in the state assessment program.
- It is important to remember that things change, so participation decisions should be reviewed just prior to assessment to be sure that they are still valid.

Making Decisions about Accommodations

Accommodations are changes in assessment materials or procedures that make it possible for students with disabilities to participate in an assessment. The reason for using accommodations is to "level the playing field" or to give students with disabilities an opportunity to demonstrate what they know and are able to do under the conditions they need to effectively demonstrate their learning. In other words, accommodations, if used appropriately, improve the accuracy of assessment by removing the negative impact of a student's disability on test performance. The goal in using accommodations is to give students with disabilities an equal opportunity in assessment, not to give these students an unfair advantage over other students.

Using Accommodations on the MAP

Accommodations are allowed on all parts of the MAP. However, the *Terra Nova* is a timed, norm-referenced test that must be administered under 'standard' conditions in order to produce a norm-referenced score. Because accommodations were not allowed for the group of students on which the test was normed, the use of accommodations on the *Terra Nova* invalidates a student's norm-referenced scores.

This is not to say that accommodations cannot be used on the multiple-choice portion of the MAP subject area assessments. Accommodations should be used if a student's disability would cause an invalid measure of that student's knowledge and skills if the test were taken under standard conditions. However, anytime the *Terra Nova* is given in a non-standard manner, the norm-referenced scores are invalidated, and the student's performance on this portion of the MAP counts only toward the development of standards-referenced scores for the individual student and the district.

Types of Accommodations

One way to think about accommodations is in terms of what is changed. Changes that can be made for an assessment typically fall into four areas – changes in setting or location of test administration, changes in timing or scheduling, changes in method of administration, and changes in method of response.

Setting Accommodations (Location of Test Administration)

Setting accommodations are changes in the location or physical environment in which an assessment is administered.

Examples:

- Administering the MAP in a small group
- Administering the MAP individually
- Placing the student in a study carrel for testing
- Providing specialized lighting

Questions you might ask to determine if accommodations are needed in the setting in which the MAP subject area assessments are administered:

- Does the student have trouble concentrating in a group setting?
- Does the student have difficulty working independently?
- Does the student's behavior disrupt other students while they are working (e.g., talking, touching, excessive movement)?
- Does the student need frequent breaks during testing?
- Does the student need extended time to take the test, so that other students would be leaving the room while the student is still trying to concentrate?
- Does the student need directions repeated or read aloud, or parts of the test read aloud?
- Does the student need special equipment or lighting that might be difficult to provide in a regular test setting?
- Does the student need other accommodations that require the use of a separate or modified test setting?

Timing or Scheduling Accommodations

Timing and scheduling accommodations are changes in the duration, timing, or scheduling of an assessment. These changes can relate to how much time is allowed for an assessment, when it is administered, or how assessment time is organized.

Examples:

- Providing extra time for the student to complete all or part of the MAP subject area assessments
- Administering the MAP subject area assessments immediately after the student has taken medication that might affect test performance
- Providing frequent breaks during testing
- Changing the order of the administration to reflect students' individual learning characteristics

Questions you might ask to determine if accommodations are needed in the timing or scheduling of the MAP subject area assessments:

- Does the student require special equipment that takes extra time to use?
- Is the student using an accommodation that causes fatigue (e.g., magnifying equipment, earphones) so frequent rests are needed during the assessment?
- Does the student's disability involve difficulty in processing or producing written text, so more time is needed to read items and formulate responses?
- Does the student's disability cause difficulty in focusing attention or sitting for extended periods of time?
- Is the student on medication that might affect test performance, so the scheduling of the assessment needs to relate to the timing of the medication?

- Does the student need the parts of the MAP subject area assessments to be administered in a certain order to reduce frustration (e.g., sections that the student is most comfortable with first, or harder sections in the morning when the student is most alert)?
- Does the student need other accommodations that require changes in timing or scheduling?

Accommodations in Method of Administration or Presentation of Materials

Accommodations in method of administration or presentation of materials are changes in how an assessment is given to a student.

Examples:

- Reading written directions aloud or repeating directions more than once (with or without paraphrasing)
- Reading items to the student (without paraphrasing)
- Using larger print
- Including fewer items per page
- Providing a calculator (for those assessments that do not allow the use of a calculator in standard administration)
- Tape recording directions or items
- Providing magnification devices
- Including only the items appropriate for the student's instructional program

Questions you might ask to determine if accommodations are needed in method of administration or presentation of materials:

- Does the student have difficulty following oral or written instructions?
- Is the student able to read the test items?
- Does the student need changes in the procedure used to administer the assessment?
- Does the student need changes in the format of the assessment, or the way that it is laid out?
- Does the student need to use assistive devices?
- Does the student have other needs that require changes in this area?

Accommodations in Method of Response

Response accommodations are changes in the way students are expected to respond to assessment materials. The primary reason for providing response accommodations is to compensate for physical and sensory disabilities that limit a student's ability to respond.

Examples:

- Allowing students to dictate responses to a scribe or into a tape recorder (only when responses are scribed exactly as dictated)
- Allowing students to mark directly in the test booklet, rather than on the answer sheet

- Allowing students to use a Brailler
- Allowing students to write responses on lined paper

Note: All responses must be converted to a scorable format before returning the test materials for scoring.

Questions you might ask to determine if response accommodations are needed:

- Can the student use paper/pencil to write short and extended responses?
- Can the student mark responses directly onto an answer sheet?
- Does the student need to use assistive devices to formulate responses?
- Does the student have other needs that require a change in method of response?

Other Accommodations

- **Out-of-Level Testing** refers to the practice of giving a student an assessment that is designed for students at a different grade level. Out-of-level testing will **not** be allowed for the MAP subject area assessments, since the assessments are used for accountability purposes. Testing out-of-level changes the meaning of assessment results because different content is assessed at different grade levels. Furthermore, the MAP subject area assessments are not available for every grade, making the effective use of out-of-level testing infeasible.
- **Motivational Accommodations** are those things done before and during an assessment to encourage a student to begin or keep working. These include prompting a student to get started or keep working, refocusing a student's attention on the assessment items, and encouraging a student to go on to another item. Motivational accommodations are acceptable for the MAP subject area assessments, but like other accommodations need to be agreed upon by the IEP team and documented in the IEP. Older students who need these types of accommodations can also benefit from training in self-monitoring or self-regulation techniques.

Accommodations chosen for the MAP subject area assessments should be checked against the list of approved accommodations provided in the examiner's manual. Accommodations included on this list are organized by type. Accommodations that the IEP team has selected based on student need and learning characteristics that are not on the approved list must be approved by the State Department before they are used on the MAP subject area assessments.

The MAP subject area assessments are secure tests that are used for accountability purposes. No accommodations may be used that threaten the integrity or the security of the tests. Individuals responsible for administering the assessments must ensure that test materials are secure at all times. Assessment materials should not be accessible to individuals who are not responsible for testing nor should they be photocopied unless this is necessary for a specific accommodation. Students cannot be permitted to see the test before it is administered. If the accommodation needed by a student requires a change to the test materials, (e.g., enlarged type or fewer items per page), then the person in charge of the modifications becomes responsible for protecting the security of the test. Test materials should be locked up except when they are being worked on or used. All modified test materials must be returned with other test materials once testing is completed and cannot be kept in the district.

Steps in Making Good Decisions about Accommodations

Step 1: Identify the learning characteristics and needs of the student.

Step 2: Identify the accommodations used during instruction.

Accommodations used for the MAP subject area assessments should be similar to those used during classroom instruction or tests. If a student needs an accommodation to succeed in the classroom, then a similar accommodation will probably be needed for the state assessments. Similarly, if a student does not use a particular accommodation in the classroom, then it probably is not needed for the state assessments. No accommodation should be introduced for the first time on the state assessments. Even in the classroom, a student with disabilities may need training and practice with an accommodation to benefit from its use. An accommodation that is introduced for the first time during the state assessment may be more hindrance than help. For example, if a tape player is used to orally present items to a student, the student must be familiar with the way the tape player works. Otherwise, more time might be spent trying to operate the tape player than thinking about the assessment items.

Step 3: Learn about the MAP subject area assessments and the requirements of the items included in each part of the assessments.

A good understanding of the MAP subject area assessments is necessary for the selection of appropriate accommodations. IEP teams should remember that an accommodation that might be acceptable in one subject or grade level might not be acceptable in another subject or grade level. Team members should look through the sample item booklets and other information available from DESE. They should read the examiner's manuals, and if possible observe administrations of the subject area assessments. Someone knowledgeable about both the MAP subject area assessments and the alternate assessment should be included on the IEP team when decisions about participation or accommodations are made.

Step 4: Use what is known about the student, accommodations used in the classroom, and the items included on the MAP to identify possible accommodations for the state assessment.

Step 5: Determine which of the identified accommodations are appropriate for the MAP subject area assessments.

IEP teams should use State Policy Guidelines and the following questions to determine which of the identified possible accommodations might be appropriate for the MAP subject area assessments.

IEP team members should ask themselves…

- Does this accommodation change what is tested?
- If this accommodation is used, is the integrity of the test protected?
- Does the use of the accommodation give clues to the correct answer, or otherwise give the student an unfair advantage?
- Is the accommodation needed to lessen the impact of a disability, or will it artificially raise the test scores of the student?
- Does the accommodation threaten test security?

Step 6: Check the resulting list of acceptable accommodations against the state list of approved accommodations. Call the State Department (1-800-845-3545) to get approval for accommodations not on the state's approved list.

Dos and Don'ts of Accommodations

- Decisions regarding the use of accommodations must be made by the IEP team and documented in the IEP. The IEP should specify what accommodations will be used for each MAP subject area assessment and the reasons for those accommodations.
- IEP teams should check to be sure that selected accommodations are on the list of approved accommodations provided in the examiner's manual for each MAP subject area assessment. Other accommodations may be used, but the Assessment Section of DESE must grant approval.
- Decisions about accommodations should be based on a student's learning characteristics and needs, NOT on program setting, category of disability, or percent of time in the regular classroom.
- No accommodation should be introduced for the first time during the state assessment.
- Individuals responsible for decisions about accommodations should have a good understanding of the Missouri Assessment Program.
- Accommodations must not change the nature of assessment items or the skills or knowledge assessed.
- Accommodations should be based on need, not benefit. They should not give students with disabilities an unfair advantage over other students, or raise scores artificially. Instead, accommodations should help remove the effect of a disability on a student's test performance.
- The MAP subject area assessments are secure tests. Chosen accommodations cannot threaten the security of the assessments.
- All accommodations used must be identified on students' answer sheets according to the directions in the examiner's manual.
- The responses of students who use an alternative response format must be converted to a scorable format. For example, if students' disabilities require them to write their answers to the *Terra Nova* items in the student booklet instead of on the answer sheet, then those answers must be transferred to the answer sheet before the test is submitted for scoring.
- Students should understand their accommodation needs. Older students need to know what accommodations they are using and why they are using them. With this understanding, they will be better able to advocate for the use of similar accommodations in the work place or a post-secondary school setting.

Staff Development

Staff development is the key to ensuring good decisions about participation and accommodations.

To make good decisions about participation and accommodations, those involved in the decision-making process need to know about:

- The reasons students with disabilities should participate in the state assessment program
- State and district guidelines regarding participation and accommodations
- The nature and purpose of the MAP subject area assessments and the MAP alternate assessment
- The different options for participating in the MAP
- The goals and content of students' instruction and the relationship of these to decisions about participation and accommodations
- The nature and use of accommodations
- Instructional accommodations that students use in the classroom and how these relate to accommodations used for state assessment
- How students' needs can change over time
- How students are prepared for participation in the MAP

Preparing Students to Participate in State Assessment

A common concern parents and teachers have about students with disabilities participation in the state assessments is that the experience will be stressful and upsetting. Testing is stressful for many students, but that stress can be greatly reduced by adequately preparing them for a test. Students with disabilities often lack experience with group tests, and even more than most students may need instruction in test-taking skills and practice with items similar to those they will encounter on the state assessments. A great deal of stress can be eliminated by telling students what the assessments will be like, educating them in test-taking skills and stress reduction techniques, and helping them and their parents understand how students can physically prepare for the assessments.

There are three major types of test preparedness that should be addressed to prepare students with disabilities for participation in the MAP subject area assessments. Although these can help all students do better, students with disabilities are more likely than other students to need direct instruction in these areas.

Test-Approach Skills help students feel their best during an assessment and give students a feeling of control over their test performance. Students need to understand the impact that nutrition and sleep have on their ability to perform well, and have experience with relaxation techniques that might help them during the assessments.

Test-Taking Skills are specific, test-related skills that help students do their best on an assessment. Examples include:

- The ability to read and follow directions
- The ability to refer back to a text to respond to items (possibly on a previous page)

- Experience using bubble sheets
- Strategies for approaching different types of items

Test Familiarity refers to knowledge about and experience with the MAP subject area assessments. Students need to understand the purpose of the assessments, have practice with the types of items included on the assessments, be familiar with the accommodations they will use, and understand directions and scoring procedures.

Students should understand the different parts of the MAP subject area assessments and know what is expected of them in relation to the items in each part. They should also know how, when, and where the assessments will be administered, as well as the time limitations that will be applied to them.

Students should have an opportunity to practice with questions and response formats similar to those used on the actual assessments. The item samplers and released items will give students experience with test items and allow for a trial run of the accommodations they will be using. Teachers should use the scoring guides that are provided with the released items for each subject area to get an idea of the additional instruction needed to help students prepare for the assessments.

Addressing the Concerns of Parents

Parents of students with disabilities may have some concerns about the inclusion of their children in the state assessment program. Informing parents about the assessments and involving them in the decision-making process will help in obtaining their support.

Parents should know about:

- The purpose of the Missouri Assessment Program
- The need for accountability systems and the requirements of the law
- The benefits of including children with disabilities in state assessment
- The nature of the assessments their children will take (MAP subject area assessments or MAP alternate assessment)
- Participation and accommodation options and how these relate to the goals and content of their children's instruction
- How their children have been prepared to participate in the assessments
- What they can do to help prepare their children for the assessments
- How scores are reported and used

Logistics

Roles and Responsibilities

A number of people will be involved in making and implementing decisions about the assessment of students with disabilities.

Superintendents work with the local school board to establish policy related to assessment. The superintendent sets the tone for the district and helps influence teacher and parent reaction to assessment policies.

District assessment coordinators coordinate the overall administration of the state assessments in their districts. Coordinators should disseminate information about inclusive assessment and ensure that district and state policies are fully and effectively implemented.

Building administrators are responsible for the integrity of the implementation of the Missouri Assessment Program in their buildings. As leaders of instruction they are role models for their staff on matters concerning curriculum and assessment. Building administrators should take the lead in ensuring that their staff is fully informed about inclusive assessment and that state and district policy are appropriately implemented. Building administrators should be involved in decisions about the assessment of students with disabilities.

Special education administrators disseminate information, participate in discussions and decision-making, and help resolve implementation issues. They should meet with all special educators to introduce, explain, and get support for the concept and practice of inclusive assessment.

Special education teachers are responsible for implementing assessment decisions. They generally take responsibility for organizing and modifying assessment materials, coordinating and scheduling assessments, and the actual test administration. Special education teachers know and work with students with disabilities. They are familiar with students' educational programs, know their strengths and needs, and can anticipate their reactions to different forms of assessment. They are practiced in making decisions regarding the use of accommodations in instruction and classroom assessment. Special education teachers are also responsible for advocating for their students. They play a key role in ensuring that other educators understand and support decisions about the assessment of students with disabilities.

Classroom teachers provide valuable input into decisions regarding the assessment of students with disabilities and are responsible for administering the MAP subject area assessments in their classrooms. Classroom teachers regularly instruct students with disabilities and are responsible for implementing and monitoring the success of various instructional and assessment accommodations. Classroom teachers direct their instruction to the standards that are assessed by the MAP subject area assessments and are familiar with the content covered by the assessments.

Paraeducators assist special education teachers in implementing assessment decisions. Paraeducators might supervise students taking the assessments, read test items to students, tape record assessment materials, or otherwise modify materials to meet the needs of individual students. (e.g., reword directions, put fewer problems on a page, redo items in larger type, etc.)

Related service providers such as speech therapists, physical therapists, occupational therapists, and social workers provide a different perspective on assessment decisions. They may be particularly helpful in designing accommodations related to their areas of specialty.

Case coordinators are responsible for the overall, day-to-day coordination of students' instructional programs. They should take the lead in communicating with all individuals involved in the assessment of students with disabilities. This person may schedule meetings, ensure key persons have input into assessment decisions, and coordinate the actual administration of the assessments.

Parents and students (if old enough) - should be informed partners in making decisions about student participation in the state assessment program and about the use of accommodations.

Coordinating the Administration of the State Assessments

Once decisions have been made about participation and accommodations, the logistics of who does what, when, and where need to be mapped out. It is important to develop an implementation plan that specifies each thing that needs to be done to prepare for the MAP, who will be responsible for each task, and when each task will be completed. It is good to give each person involved a detailed list of their responsibilities. Someone in each school should take primary responsibility for ensuring that all the components of the plan are implemented in a timely manner.

Evaluating the Planning and Assessment Process

After the assessments are over, it is important to evaluate what worked and what didn't to better prepare for future administrations of the MAP.

Interview Students – Talk with students with disabilities who took the MAP subject area assessments to find out how they felt about the assessments. Did they feel prepared? What might have helped? What was particularly easy, hard, or confusing? Ask students how they felt about the accommodations they used. Encourage them to make suggestions for improvement.

Debrief as a Committee – Meet with all those involved in the assessment process to talk about how things went. Celebrate successes and rework rough spots. Note any changes needed in the process, and make plans for implementing those changes.

Developing District Policy

District policy should be modified to address the inclusion of all students in Missouri's assessment program. Revised policies should be aligned with State Policy Guidelines regarding the assessment of students with disabilities and should cover the following.

- The participation of all students, including those with disabilities, in district and state assessment programs
- The accommodation of diverse learner needs
- Procedures for accounting for all test takers, including those who participate in an alternate assessment
- Procedures for making and documenting decisions regarding the assessment of students with disabilities
- Plans for reporting test results to parents, teachers, and the public
- Plans for using assessment results that focus on instructional/curricular changes
- Plans for staff development, technical assistance, and information dissemination and exchange

This packet was prepared by Edgley Consulting for use in informing Missouri educators about the inclusion of students with disabilities in the Missouri Assessment Program. Resources used in preparing the packet included a number of state publications about the Missouri Assessment

Program. Much of the information about making participation and accommodation decisions was adapted from the book *Testing Students with Disabilities: Practical Strategies for Complying with District and State Requirements* by Martha Thurlow, Judith Elliott, and James Ysseldyke; copyright 1998. This book might serve as a reference for individuals wishing more information in this area.

Questions about the information in the packet can be directed to Dr. M. Edgley, 1623 West Main Street, Jefferson City, Missouri, 65109 (573-636-5646) e-mail - edgley@sockets.net.

Distinguishing Myths from Truths
Presenter's Key

Place an "M" in front of the statements that you believe to be myths and a "T" in front of the statements you believe to be true.

T 1. A student's instructional goals are a primary factor to consider in determining whether a student with disabilities should participate in the regular Missouri Assessment Program subject area assessments.

M 2. Most instructional accommodations, used in the classroom, are not appropriate for the state test.

T 3. The purpose of accommodations is to avoid measuring a student's disabilities and to allow for a valid measure of a student's knowledge and skills.

M 4. Out-of-level testing is appropriate for state tests used for accountability purposes.

T 5. The standards-based scores of students who use accommodations on the MAP can be integrated with the scores of other students.

M 6. Decision makers don't need to understand the purpose of the Missouri Assessment Program or be familiar with the kinds of items included on the subject area tests to make good decisions about participation or the use of accommodations.

Adapted from Thurlow, Elliott, and Ysseldyke's book: *Testing Students with Disabilities: Practical Strategies for Complying with District and State Requirements*